DOCUMENT RESUME

ED 416 771 HE 031 017

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TITLE Disseminating a Successful Faculty Dissertation Completion Project.
INSTITUTION City Univ. of New York, NY. John Jay Coll. of Criminal Justice.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE 1994-01-31
NOTE 166p.
CONTRACT P116B10184
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *College Faculty; Demonstration Programs; *Doctoral Dissertations; *Faculty Development; Higher Education; Intercollegiate Cooperation; Time to Degree
IDENTIFIERS *All But Dissertation; *City University of New York

ABSTRACT

This final report describes a project of the City University of New York's Faculty Advancement Program (FAP) to encourage dissertation completion by ABD (all but dissertation) faculty at seven institutions in four northeastern states. The institutions were visited and revisited by FAP mentors in the effort to establish dissertation completion programs modeled on FAPs own dramatically successful group project. Dissemination workshops were conducted which featured simulated, role-played, dissertation completion groups. One host campus is entering its third successful program year; another college initiated a program which lasted 18 months before it faltered; two other campuses began programs in June 1994; and three visited institutions failed to establish dissertation completion programs on their campuses. The project concluded that, overall, it would be more effective in the future to target faculty ABDs who are still at their degree-granting institutions and not yet burdened with teaching obligations. After a project overview, individual sections of the report describe the project's purpose, background and origins, principal activities, and results. Extensive appendices include guidelines for disseminating and mounting a dissertation completion group; a log of grant activities; workshop materials; selected FAP group syllabi; and relevant correspondence with host and potential host institutions. Sample brochures are attached. (DB)

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Disseminating a Successful Faculty Dissertation Completion Project

Grantee Organization:

The City University of New York
The Vice Chancellor for Faculty and Staff Relations
Office of Affirmative Action
535 East 80th Street
New York, New York 10021

Grant Number:

P116B10184

Project's Dates:

Starting Date: September 1, 1991
Ending Date: January 31, 1994
Number of Months: 29

Project Director:

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New York, N.Y. 10019

FIPSE Program Officers:

Dr. Preston Forbes; Dr. Odus Elliott

Grant Award:

Year 1	$25,499
Year 2	$28,347
Total	$53,846

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Summary of Project.

Seven institutions in four northeastern states were visited and revisited by the City University of New York's Faculty Advancement Program (FAP) mentors in an effort to disseminate and establish dissertation completion programs (modeled on FAP's own dramatically successful group project) for ABD (All But the Dissertation) faculty, a population with the double challenge of full-time teaching and researching, and writing their dissertations. The dissemination workshops featured simulated, role-played dissertation completion groups. One host campus is entering its third successful program year; another college mounted a program which lasted 18 months before it faltered; two other hosts will begin their programs in June, 1994; and three visited institutions failed to establish dissertation completion programs on their own campuses.

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"Disseminating a Successful Faculty Dissertation Completion Project"

Executive Summary

"Disseminating a Successful Faculty Dissertation Completion Project,"

A. Project Overview. Our FIPSE project grew out of the principal investigator's founding (in 1988-1989) and developing the City University of New York's (CUNY) Faculty Advancement Program (FAP) with the purpose of helping ABD (All But the Dissertation) full-time faculty complete their doctoral dissertations, so they could advance in academic rank. By 1991, the program had achieved sufficient success with ABDs completing their doctorates for FIPSE to fund our proposal to help other institutions in New York and neighboring states, motivated to support their ABD faculty in finishing, through disseminating our program to them. Our proposal projected visits and revisits to eight hosts over the period of the grant.

During the 29 months of our project the FIPSE mentor team made a total of 14 visits and revisits to seven institutions in four states to help them institute dissertation completion programs (employing our FAP prototype) for their own faculties. We conducted workshop and/or followup consultations at: 1. Edinbro University, Edinboro Pennsylvania 2. Gannon University, Erie, Pa. 3. Mercy College, Dobbs Ferry, New York. 4. Mercyhurst College, Erie, Pa. 5. Monmouth College, West Long Branch, New Jersey. 6. The New Jersey Institute for Collegiate Teaching and Learning, South Orange, New Jersey, and 7. Western Connecticut State University, Danbury, Connecticut. The outcomes of our dissemination efforts with these hosts is discussed below in the Project Results.

B. Purpose. Our project addressed the nationwide problem of critically high nonfinishing rates for ABDs in American universities, specifically manifested in faculty who are struggling with the double challenges/obligations of full-time university teaching and researching and writing their dissertations. Our CUNY program had proved successful in helping our full-time ABD faculty in meeting the double challenge, and we reasoned that a similar program would be effective at other institutions. We did indeed find that a need for a faculty dissertation completion program existed on some campuses, but at fewer than we had anticipated, since the majority of institutions hired faculty who already possessed doctorates at the time of employment. We also found that institutions with a faculty dissertation completion problem of some size were often unwilling or unable to commit scarce funds and resources to helping junior faculty at a time when senior/tenured faculty were in possible jeopardy.

C. Background and Origins. The FIPSE project grew directly out of the FAP experience at CUNY. CUNY's commitment to promoting pluralism and diversity in its higher professorial ranks is reflected in the strong presence of minorities and women in the demographics of FAP. Central features of the Faculty Advancement Program, which were presented as a model in the disseminations to our hosts in the FIPSE grant include: a. dissertation writers meet in groups of 4-6 participants on a regular basis to read and discuss each others' dissertation materials; b. all groups are facilitated by senior faculty members with extensive publications records, all of whom were trained in a term-long seminar by the principal investigator; c. the mentors also meet with participants on an individual basis; d. participants receive released teaching time in order to work on their theses; e. the mentors are paid substantial compensation for their work in this difficult but very important enterprise; f. the mentors meet (chaired by the head mentor) biweekly to discuss the progress of all participants in their respective groups.

D. Project Description. The principal investigator kept a 29-month log of project activities (appended to the report), which recorded dissemination activities in considerable depth. Significant sections of the final report are derived from material in that lengthy document. We contacted approximately 150 institutions in the southern New England and middle Atlantic states, either through mailings (100) or the principal investigator's and two other grant personnel's dissemination of brochures (50) at the FIPSE Project Directors meetings in Washington, D.C. in 1991 and 1992. We received serious inquiries from 11 institutions, seven of which actually hosted our dissemination program. We met, however, greater difficulties, recounted in the report, than anticipated in "selling" hosts on inviting us to their campuses. Reasons for this resistance are also discussed in the report.

Prior to visiting host campuses, the principal investigator and other FAP mentors who would participate in the FIPSE project met frequently to plan the content, format and strategies for workshop presentations. A sample package of dissertation workshop materials distributed to all participants can be found both in the appendices to this final report, as well as in the appendices to the 1992 continuation report. If the host college/institution was within two hours of New York City, we made a preliminary visit and met with administrators to tailor our workshop to their particular needs. If a longer or overnight trip was necessary, we planned programs with administrators by telephone, faxes and letters. Generally, we sent packages of workshop materials ahead for participants to study prior to the workshops.

A typical presentation always included a two-three hour simulated dissertation completion group centerpiece, in which host institution participants took part (role-playing) We used "states of my dissertation" materials from the FAP program in these simulated groups. These materials were selected to elicit discussion of dissertation group formation, process and

problems. Feedback from the evaluation questionnaires (which were distributed to all participants) indicated that the majority of participants felt the simulated group was the most valuable component of our presentations.

The second part of the workshop typically consisted of our breaking the larger group into a mentor/administrator and mentee group. Generally, the principal investigator would meet with the administrators and mentors for a discussion of mentoring and administrative issues, while a second FIPSE mentor met with prospective mentees re the benefits and responsibilities of a faculty dissertation completion group.

Wherever we visited, we urged that institutions incorporate, if possible, key FAP elements, outlined above in this summary, in their own programs. Such incorporation, however, was often not possible, due to a given host's more limited resources for junior faculty advancement. All hosts were informed that we were subsequently available for consultation, and that we would return to observe their group(s) at a later date and consult with their mentors. Subsequent to all workshops, the participating FIPSE mentors met to review the evaluation questionnaire feedback and to consider changes for future presentation which might make the workshops more effective.

E. Project Results. Three hosts were not able to launch programs. One institution mounted two groups (with three mentors involved) which lasted about a year and a half, and then petered out. Another university mounted a large and successful project which is entering its third year. Two additional hosts are currently engaged (April, 1994) in starting dissertation groups in the summer of 1994. A detailed discussion and analysis of the outcomes for all host institutions is found in the report in the Project Results section.

F. Summary and Conclusions. The principal investigator concludes that the project was successful in "implanting" dissertation completion groups for ABD faculty at several host institutions. However, in view of the relatively limited request for our grant's services, combined with meager resources that even interested institutions, with higher priorities in other areas, were able to allocate to such a program, we conclude that further dissemination projects should target **future faculty** ABDs, who are still "in residence" at their degree-granting campus, not yet burdened with a full-time teaching obligation, with greater access to their university's support (possibly including funds for such a program) and to other ABD candidates in a similar predicament.

G. Appendices include: FIPSE-requested feedback re our evaluation of their support for our grant activities; guidelines for both disseminating and for mounting a dissertation completion group on a campus; the principal investigator's grant activities log; workshop materials distributed to host administrators, mentors and participants; selected FAP group syllabi; and relevant correspondence with host (and possible host) institutions.

Final Report for FIPSE Project.

"Disseminating a Successful Faculty Dissertation Completion Project"

by David Sternberg, Ph.D., Principal Investigator

A. Project Overview.

Our FIPSE project grew out of the principal investigator's founding (in 1988-1989) and developing the City University of New York's Faculty Advancement Program (FAP), at the request of the Vice Chancellor for Faculty and Staff Relations, designed to help ABD faculty complete their doctoral dissertations, so that they could both attain tenure and advance in academic rank. By 1991, the program had achieved sufficient success with ABDs completing their dissertations (and doctorates), for FIPSE to fund our submitted proposal to help other institutions in New York and neighboring states, motivated to support their ABD faculty in finishing, by disseminating our program to them.

Within the 29 months of our project (we received a five month extension, through January 31, 1994, with no additional funding involved), I and other FAP mentors made a total of 14 visits and revisits (We provided as well a good deal of additional and ongoing consultation by telephone, letters and faxes) to a total of seven institutions in Connecticut, New Jersey, New York, and Pennsylvania, to help them institute dissertation completion programs (employing our FAP as a prototype) for their own faculties.

The following universities, colleges and institutes were visited one or more times:

1. Edinboro University, Edinboro, Pa.
2. Gannon University, Erie, Pa.
3. Mercy College, Dobbs Ferry, New York.
4. Mercyhurst College, Erie, Pa.
5. Monmouth College, West Long Branch, New Jersey.
6. The New Jersey Institute for Collegiate Teaching and Learning, South Orange, New Jersey (a state-funded institute, affiliated with Seton Hall University, which, under the Minority Academic Careers program-MAC-seeks to place New Jersey minority ABDs and recently-completed Ph.D.s and Ed.D.s, who are employed by the state, in full-time college teaching positions).
7. Western Connecticut State University, Danbury, Connecticut.

As this report was completed in April, 1994, the outcomes, upon which we elaborate in later sections of this report, for the host institutions were the following: Three institutions were never able to mount programs; one institution established two groups, but they were terminated after 18 months; one institution established a large program, with groups for both ABD and pre-ABD faculty, which continues to thrive, has produced two doctorates and is moving into its third year in the fall of 1994; two institutions, the ones most recently visited and/or revisited, have received funding to initiate programs in the spring or summer of 1994, and we are confident that programs will be mounted.

B. Purpose.

Our project addressed the nationwide problem of critically high nonfinishing rates for ABDs in American universities (see Sternberg, How to Complete and Survive a Doctoral Disssertation, St. Martin's Press, 1981), specifically manifested in faculty who are struggling with the double challenges of full-time university teaching and researching and writing the dissertation.

Our C.U.N.Y. program (described below in some detail in the Background and Origins section) had proved impressively successful in helping our University's full-time ABD faculty, and later some administrators as well, in meeting the double challenge, and we reasoned that a similar (albeit not identical) program, tailored to the specific needs, numbers of faculty ABDs and conditions of a given campus, would be effective at other institutions. After two-and-one-half years of grant activities, we have found that a need for faculty dissertation completion programs exists on some campuses, and that a well-organized and supported (by the institution) group program is an effective vehicle to move faculty toward completion. However, given some of our difficulties and setbacks in disseminating, we are less optimistic today about the successful "implanting" of such programs, for several reasons to be specified below in later sections of this report.

We additionally now believe, judging from the limited institutional reponses to our mailed information about the availability of our FIPSE services and from experiences on several campuses, that a full-time faculty ABD problem indeed exists in academic pockets, but that the the majority of universities and colleges currently (and for some years past) hire and staff full-time, tenure-track faculty who already posess the appropriate terminal doctoral degree at the time of employment. Accordingly, we suggest in our conclusions, without detracting from the value of our grant efforts, that still-on-campus future faculty ABDs might be a larger, more accessible and fruitful subsequent dissertation completion dissemination target than our grant's ABD already full-time faculty population.

Further anticipating our later conclusions, we would state at this point that university administrations frequently are unable to provide commitment and funding to faculty development/advancement programs, particularly to

junior faculty. An understandable ordering of priorities, in a time of national educational recession and retrenchment, which ranks junior faculty needs near the bottom, explains, we believe, the frequent vacillations, delays and sometimes cancellations we encountered re our visits on the part of prospective host institutions which did indicate a significant ABD faculty problem.

Although we offer, below, suggestions that might improve the success of a project such as ours chances of success on one campus or another, we continue to believe that "mistakes" we made or "pitfalls" we encountered in our dissemination efforts were quite secondary variables compared to a resistant climate about junior faculty development (compared with the perhaps unique support for junior faculty advancement, particularly in a multicultural faculty context, at the City University of New York) on the majority of campuses in several Northeastern states.

C. Background and Origins.

As noted above, the FIPSE project grew directly out of our FAP experience at C.U.N.Y. That program was extensively described in the original grant proposal and in appended (to the first year report) brochure materials, but essentials of C.U.N.Y's faculty support policy, and the substance, size, funding, organization, and administration of the program require concise restatement here.

For at least a decade, C.U.N.Y.'s commitment to promoting pluralism and diversity in its higher professorial and administrative ranks has been impressive. Although, of course, the Faculty Advancement Program has never excluded qualified white male ABD faculty, it is not coincidental that it is administered by the University-wide Affirmative Action Office, or that

some 40% of its participants to date have been minorities, 75%-80% women, and that 50% of its mentors have been minorities and/or women.

The size, funding and duration of the C.U.N.Y. faculty dissertation program has also been unique among American universities. To date, 99 ABDs from 19 campuses and/or units of the University have completed the Program, with another 14 presently participating. Of the 99, 41 (41%) have completed their dissertations, most of them attaining soon thereafter advancement in rank and/or tenure.

All mentees are given one course released time teaching per semester of a two (plus summer session) term program, and senior doctored faculty mentors are paid regular adjunct salaries for their work in a highly valued, if difficult, enterprise. Although the average cost to the University of the program is well over $100,000 per year, because of its success, coupled with the staunch backing of C.U.N.Y.'s Board of Trustees and the Chancellor, both committed to the actualization of diversity in the professoriate, the Program continues to be refunded even in a period of budgetary constraints.

Undoubtedly, this investigator's and his colleagues' experience and assumptions, derived from our five-year conducting of the above-described C.U.N.Y. Faculty Advancement Program, did little to prepare us for disseminating to institutions where the resources for and constituencies supporting faculty advancement/development were substantially more limited.

To recapitualate now the central features of the C.U.N.Y. dissertation completion program:

1. The principal investigator, who serves as Head Mentor of FAP, originally trained 12 mentors (four at a time for three successive terms) for an entire term by having them attend biweekly dissertation writing groups, which he personally facilitated, before they were assigned groups of their own in the following term.

The Head Mentor continued to co-lead mentor groups during their three (including summer) terms. Additionally, he chairs a biweekly mentor group, where the dissertation projects of all participants are discussed, and advice is exchanged among mentors.

2. The dissertation writing groups, of four-to-six participants, meet biweekly (except during the initial summer segment, when they meet each week for six weeks), with a rotational format, where all participants critique the manuscripts of their colleagues.

3. By providing them released time from teaching to work on their dissertations, the University makes it clear to participants that it both supports their efforts at professional advancement and considers dissertation research and writing as part of their "job description" for the academic year of the Program.

4. Mentors pursue a "conjoint" policy of regular individual conferences with participants combined with the group format, a combination which we have found most effective. Of the two components, the writer still remains convinced, after extensive experience, that the peer group dimension is the more powerful force for moving people toward dissertation completion (cf., Sternberg, How to Complete and Survive a Doctoral Dissertation, 1981).

To sum up, the City University FIPSE project team approached disseminating a dissertation completion program to other institutions from the perspective of its own strongly-supported program and its highly structured and rigorous format.

Although we stated from the start (as early as our proposal) that we anticipated host institutions to use our Program only as a general format, from which they would incorporate those selected elements appropriate to their own particular situations and campus conditions, we underestimated the relatively meager commitment to, and demand and available resources for, junior faculty completion of dissertations at other colleges and universities, to the extent that some, or even most, of the above-described features of our own Program became very problematic or impossible for host institutions to implement.

D. Project Description.

The project description for the first year of grant activity may be found in detail in the principal investigator's first year Annual Report, April, 1992, although it is briefly reviewed here again before moving to an account of the last 21 months of the grant. In the Fall of 1991, we wrote and produced a brochure about our project, which we sent to 100 institutions in Connecticut, the District of Columbia, Maryland, Massachusetts, New Jersey, New York, and Pennsylvania, expecting ultimately to visit and revisit over two years a total of eight institutions, which we had indicated as our target number in the grant proposal. I also spoke about (at a session I chaired in 1992) and distributed (with thehelp of two other grant personnel) many brochures about the project at the 1991 and 1992 FIPSE Project Directors Conferences in Washington, D.C.

The large majority of some total 150 institutions contacted did not repond. Less than 10 responded that, although the grant seemed worthwhile, upon review of their personnel, an insignificant number of full time ABD faculty existed on their campus to require our project's services. We received additional inquiries from 11 institutions who did indicate a faculty ABD problem and an interest in helping these professors complete their degrees. Ultimately we disseminated to seven of these 11 schools and institutions (see Project Results, below, for details).

From the pattern and content of institutions' responses, and nonresponses, we concluded, about a year into the grant, that we had overestimated the number of institutions which presented a serious ABD faculty problem, although we, of course, remained committed to helping the minority of campuses with such a problem who were seeking our help.

Prior to actually visiting any hosts, the principal investigator chaired several sessions with interested FAP program mentors to plan the content, format and strategies for workshop presentations. Although we employed five mentors, including the Head Mentor, during the first year of the grant, problems of scheduling, time pressures, unavailability of mentor faculty for trips, and several mentor retirements led to the principal investigator and Dr. John Cooper, Professor of African-American Studies (whom I unofficially appointed as deputy project director in the second year) conducting grant activities in the second year and its five-month extension. Dr. Cooper and I became increasingly comfortable and effective as a team in negotiating visits, making workshop presentations and followup visits.

Our core FIPSE mentor group rehearsed the simulated dissertation writing groups (role playing, sociodrama) which we subsequently conducted at the host college presentations, designed an evaluation questionnaire to be distributed to conference participants, worked up programs specific to each host, and chose sample anonymous dissertations from our own FAP program, which we used in the workshops.

If the host college/institution was within two hours of New York City, we made a preliminary visit and met with administrators (Monmouth College, Mercy College, the New Jersey Institute for Collegiate Teaching and Learning, Western Connecticut State University) to tailor our workshop to their particular needs. If a longer or overnight trip was necessary (Edinboro University, Gannon University, Mercyhurst University), we planned programs with administrators by telephone conversations, faxes and letters. Whenever possible, we sent packages of workshop materials ahead for consultants to study prior to the workshop (see the representative Edinboro package of materials appended to the first year Annual Report).

The initial dissemination workshop lasted from five-six hours, including (an often working) lunch. A typical presentation always included a two-plus hour simulated dissertation completion group centerpiece, in which host instititution participants (mentees, mentors and administrators) took part. We used anonymous "states of my dissertation" (sometimes one, sometimes two, depending on the number of participants, time limits, etc.) from our FAP program in these simulated groups. These materials were selected to elicit discussion of dissertation group formation, process and issues, which they inevitably did in a lively manner. Feedback from the evaluation questionnaires indicated that the great majority of participants felt the simulated group was the most valuable component of our presentations; thus as time

went on we devoted our major effort and time to this part of our presentations, getting to it early on in the workshop when attenders were still fresh.

The second part of the workshop typically consisted of our breaking the larger group into a mentor/administrator and mentee group. Generally, the principal investigator would meet for an hour with the administrators and mentors, distributing selected syllabi from our various mentors' groups and other materials, and discussing mentoring and administrative issues; the other FIPSE mentor would meet with the mentees re the benefits and responsibilities of a faculty dissertation completion group.

Wherever we visited, we stressed that our own program, although proven effective, was a working model/prototype for a host, which might well want to change or adapt it to "local conditions." At the same time, we always urged that certain elements in our program seemed key to our success, including: 1. released teaching time for mentees; 2. substantial compensation for mentors; 3. a training period for the mentors, including regular discussion meetings; 4. the centrality of the group process and its format of rotational presentation to all members of everyone's written dissertation materials; 5. the necessity of "protocol" guidelines for all group members to follow. All workshop participants were accordingly given copies of our own guidelines, which the head mentor, in collaboration with the mentors, had developed and written over several years experience with the FAP groups.

As will be discussed below, it often transpired that hosts were unable to build all of these features into their programs, weakening, in our view, the prospects for success.

All hosts were informed that we were subsequently available for consultation by telephone or letter as they set up their own programs, and that we would return to observe their group(s) at a later date and consult with their mentors. We did indeed return to all hosts which were successful in getting a program "off the ground" after our first workshop. In the case of Western Connecticut State University and the New Jersey Institute, whom we visited late and last in the grant period, we plan to revisit them the Spring of 1994 to monitor and consult on what appear to be programs which will be instituted.

Subsequent to all workshops, the partipating FIPSE mentors met to, among other matters, review the evaluation questionnaire feedback and/or to consider changes for future presentations which might make the workshops more effective.

The writer entered accounts of all workshops and other grant activities in his FIPSE Activity Log, a copy of which is appended to this final report (Note that this lengthy document has been minimally edited to preserve the original flavor of the investigator's grant activities and his reflections about them at the time). Much of the interim, and now the final, grant report stemmed from ideas, impressions and experiences in directing the grant that the investigator wrote about in the log.

An unexpected, time-consuming, and far-and-away most frustrating, area of the grant activity was negotiating and solidifying invitations from hosts. With three campuses in particular (Framingham and Oswego State Colleges, and the University of Hartford), month-long negotiations (numerous telephone calls, letters), leading to what seemed finally definite arrangements for visits, ended in cancellations (see appended correspondence).

Each of these institutions originally expressed through their representative (e.g., a dean, associate provost) great enthusiasm, and a desire to set a visit date as soon as possible. Then letters for clarification of our program and what the presentation would cost the institutions ensued. Typically, a date was set, only later to be once or twice changed, or indefinitely postponed. The date changes were followed by either a change in the original campus liason administrator, or the representative informing us that, for example, a new vice president had informed him/her that the institution was rethinking its priorities. Ultimately an apologetic letter would be sent informing us that although the program seemed exciting, etc., the institution would not be able to participate at that time.

As I recount in my grant activities log, this "Fuller Brush salesman"/foot-in-the-door aspect of the grant caught me and the deputy project director by surprise, and was unarguably the most uncomfortable (dystonic with our view of ourselves as a professors, educators, and seminar leaders rather than salespersons) and tedious part of the grant activities. I/we had certainly anticipated that we would indeed have to "sell" the dissertation completion program at the dissertation workshops on host campuses, but we had little inkling we would have to work probably harder to persuade campuses to invite us in the first place, especially since our services were at "no cost" to the host.

(Of course, in reality the cost of implementing a serious program was potentially quite substantial, and eventual decliners, who were originally inviters, must have finally determined that their budget priorities did not include costly help to junior, untenured faculty.)

I suspect that many, especially first-time faculty dissemination grant recipients, might, like us, be "blindsided" when confronted with a salesmanship, "work-the-phone" soliciting dimension of the grant, for which they feel no especial competence or enthusiasm, as distinct from actually doing the disseminations. I would therefore urge FIPSE, in its guidelines for writing dissemination grant proposals, to inform "unwary" applicants of the possibly substantial "nonacademic" component of activities involved. Note that, at least in our case, the nature of the grant was such that soliciting could not be delegated to clerical staff, assistants or aides, since invariably inquiring institutions wanted a great deal of substantive information about the project that only the mentor(s) could supply.

E. Project Results.

Table 1 (some of whose information is derived from either appended letters from the institutions and/or telephone conversations with said campuses) summarizes the outcomes re faculty dissertation completion programs to date for the seven institutions to which we disseminated. The number of visits we made is also indicated. A discussion of results follows.

Table 1: Status of Dissertation Completion Programs at Seven Host Institutions

Institution	No. of Visits	Current Status of Program
1. Edinboro	3	Multiple ongoing groups 2 persons have finished Planning a third year
2. Gannon	1	Didn't start up
3. Mercy	2	Didn't start up
4. Mercyhurst	1	Didn't start up
5. Monmouth	3	Ran 2 groups, but discontinued after 1.5 years
6. New Jersey Institute for Collegiate Teaching and Learning	2	Groups will begin in Spring/Summer, 1994
7. Western Connecticut State University	2	Groups will begin in Spring/Summer, 1994

As Table 1 indicates, we ran the gamut from failures intially to start a viable program at Gannon, Mercy and Mercyhurst; to the establishment of two mentored groups at Monmouth, which petered out after one and a half years; to Edinboro's successful, multiple group "dyad/triad" program (see below for clarification) soon completing its second year, and planning its third; to solid indications that both Western Connecticut State University and the New Jersey Institute, the institutions which we most recently visited, will begin groups in the Spring or summer of 1994. Let us examine the three basic outcomes above (Note: not included here are in futuro outcomes for Western Connecticut State College and the New Jersey Institute).

1. Didn't start up. Although Mercy College's efforts to begin a dissertation completion program for faculty were personally led by the President, and both the orientation meeting for administrators and chairs of various departments, and our workshop for mentors and mentees were well-attended (with the President at both), the program foundered. Our analysis concludes that the Mercy effort failed because the institution, just emerging from a long term financial crisis, with which the new President was credited in alleviating, was unable to pay the mentors or provide released time to already somewhat demoralized mentees who were teaching quite heavy loads of courses on Mercy's two widely-separated campuses (commuting the considerable distance between them was an additional discourager to forming groups). The President indicated to the mentors that they would receive letters of commendation for service to the college for their personnel files, which presumably would help in a promotion decision, but there seemed to be no tangible incentive for prospective senior mentors who were already full professors.

Mercyhurst and Gannon Universities: (both located in Erie, Pa.) who co-hosted a workshop conducted by the principal investigator, planned cooperatively to form groups composed of mentors and mentees from both institutions, since an insufficient number of faculty ABDs existed at one college or the other for forming a group. Again, although the workshop was well-attended by administrators and faculty from both universities, considerable subsequent efforts to mount a group by Gannon's director of faculty enrichment, Professor Doan and Dean Michael McQuillen of Mercyhurst, failed.

Conversations and correspondence with him indicated that Gannon itself was adjusting to a recent controversial and economically uncertain merger with a former "sister" parochial college. Additionally, Gannon and Mercyhurst were historically rival universities, not always on the best of terms, with problematic attitudes toward joint academic ventures. In any event, Professor William Doan of Gannon wrote me on March 18, 1993, that:

> I have had no success in generating any significant interest in the terminal degree completion program. I believe there are numerous factors involved, ranging from a small number of faculty actually in the process to a general atmosphere of "I really have to do this myself."....I have also spoken with Dr. McQuillen at Mercyhurst who has only one or two faculty in the dissertation process. He agrees that Mercyhurst is also not in a position to take advantage of your project at this time.

Our Gannon/Mercyhurst effort was our one successful attempt at dissemination to a consortium of institutions, with subsequent expectations that two or more colleges in the same area might form interuniversity faculty dissertation completion groups. Although several colleges which responded to our original mailing (e.g., Edinboro, Framingham State College and Salem State College, Mass. and Towson State College, Baltimore) had initially

suggested consortium workshops, which we encouraged, these initiatives failed, when they were unable to bring together institutions for such a meeting. Notwithstanding, we remain convinced of their potential in providing a consolidated faculty dissertion completion program to several neighboring colleges, none of which alone has sufficient resources or ABDs to mount a program.

2. Started up, but discontinued after a period.

Monmouth College was the first institution we visited, in the fall of 1992, giving them an orientation session and then a full workshop, with three of our mentors presenting to an audience of over 20 Monmouth administrators, prospective mentors and mentees. There was great interest in the program. The senior dean at the meetings, however, although enthusiastic, was concerned with the issue of adequate training for her mentors. She put her finger on what one might consider the "Achilles Heel" of our grant proposal: Our FAP mentors had received an entire term's training with the principal investigator. Although our grant provided for a revisit to consult with mentors leading groups, such a "one-shot" training session hardly seemed adequate. I acknowledged the validity of her observation, but did invite the Monmouth mentors to attend our FAP groups and discuss them with me and other of our mentors as a way of augmenting their training.

Prior to the introduction of our program Monmouth already provided some released time to its ABDs who were currently matriculated and researching/writing their dissertations. That released time continued for mentees in the two dissertation completion groups (initially led by an historian, the other by a psychologist) that began in the spring of 1992. The mentors were compensated, but the principal investigator never learned the terms of compensation. Dr. Cooper revisited Monmouth in the fall of 1992 at

their invitation, but arrived to a poorly attended group and a somewhat discouraged mentor. Despite my repeated invitations, none of the three Monmouth mentors (a third was added to the original two) ever attended one of our dissertation completion groups in New York City.

On February 23, 1994,, the third Monmouth mentor, a nursing professor with a Ph.D., answered my letter of inquiry re the status of the dissertation completion program:

At the moment our dissertation completion project is not in operation. We lost two facilitators after the first year, then I took over for one year. The members dwindled to two who are at present not working with me on their projects. One is working sporadically on her own, the other is not working at all as far as I know.

Lack of motivation, lack of time on their parts, possibly lack of interest on my part and support group has faded from existence. I found I did not have the energy nor the patience to flogging two dead horses.

It was an excellent idea, but one that did not succeed at Monmouth College.

3. Successfully instituted and ongoing.

To date, Edinboro University's doctoral completion program for its faculty has been our project's unqualified success story (see appended First Annual Report of Activities of Terminal Degree Completion Program, dated June 1, 1993, from Dr. Shirley Stennis-Williams, Dean School of Education, and Graduate School Dean Philip Kerstetter's letter to Dr. Sternberg, dated February 23, 1994)). With a pool of some 15 mentors (some more active than others) and 20 mentees, their program comes close to FAP's size for a given year.

Because their program flourished and kept in close touch with us, the principal investigator made two followup consultation visits to the campus, one in 1992, another in 1993, the first with Dr. Cooper, the latter himself. To date, two participants have finished their theses, with several others making significant progress.

Edinboro's respective Deans of Education and Graduate Studies Dr. Stennis-Williams and Dr. Kerstetter, have invited me to fly to the campus (at their expense) to attend the final group meeting and dinner of their 1993-1994 Terminal Degree Completion Program on April 25, 1994. This invitation is strong evidence of their appreciation to the FIPSE project for the central and continuous role we played in helping them construct a successful degree completion program.

Tailoring our model to fit their own situation, Edinboro made several adaptations in their implementation: 1. they created pre ABD groups as a first phase, leading into ABD groups, which were also formed; 2. they employed recent Ph.D.s and Ed.D.s as mentors along with more senior faculty; 3. they created dyad and triad mentor/mentee groups in distinction to the larger FAP groups of 4-6 writers; 4. they established monthly meetings of all program participants to focus on particular topics (e.g, using the library for doctoral research, a talk by a recent Ph.D., about her experiences in doing the dissertation); 5. mentoring was done on a volunteer basis, and mentees were provided no released teaching time.

We found Edinboro's expansion of our model to embrace pre-ABDs in a first phase group an excellent idea. Indeed, we related this innovation at subsequent workshops on other campuses, and have reason to believe that Western Connecticut State College and perhaps the New Jersey Institute will form both pre-ABD and ABD dissertation writing groups.

Their use of relatively new Ph.D.s and Ed.D.s, who have recently been through the process themselves, in addition to long-time senior holders of the doctorate, also has merit, and we have passed that idea along as well to other host campuses. It may well be that new Ph.D.s are easier to recruit and less expensive to compensate under current campus conditions.

Whether their recent experience with "the trial of fire" outweighs, or at least roughly balances, their lack of experience is a nice question. At FAP, we continue to use veteran Ph.D.s exclusively, but Edinboro's innovation has stimulated some requestioning of our policy.

The principal investigator is somewhat less enthusiastic about the employment of dyad/triad groups (one mentor with one or two mentees: see appended Edinboro correspondence for details) instead of the larger groups we employ at the City University, since he believes that more "leverage," momentum and peer pressure is created with our larger group size and its "relentless" rotational format. Edinboro, it would appear, in creating a volunteer mentor pool, perforce had to reduce the demands upon its unpaid mentors by reducing the rigorous routine of our larger FAP groups.

I asked Dr. Kerstetter on several occasions why he believed a volunteer mentoring program has substantially succeeded at Edinboro, when it didn't succeed at Mercy College, and probably would not work at C.U.N.Y.

He responded that a close community (Gemeinschaft) of faculty exists at Edinboro, caused in part by its rural isolated setting. Additionally, he notes a strong "payback" ethos among the mentors, who received significant help from one or more Edinboro faculty when they were writing their own theses, and who now want to "return the favor" to younger faculty writing dissertations.

Dr. Kerstetter did concede that the volunteer status of the mentoring might, in certain cases, more easily allow a mentor to withdraw commitment from the program than if he/she were paid, should new professional interests, obligations or opportunities arise. In any event, Edinboro taught us that in certain kinds of campus circumstances unpaid, voluntary mentoring of dissertation completion programs can work quite well.

Our contact and consultation with the institutions which either established a viable program, or are in the process of doing so, will extend well beyond the end of the grant (January 31, 1994). As noted above, we gave a workshop on March 4, 1994, to ABDs at the New Jersey Institute for Collegiate Teaching and Learning, and the principal investigator is revisiting Edinboro in April, 1994. Additionally, four mentors from Western Connecticut State University will observe our FAP mentor groups in April, after which we will probably revisit their campus and consult when their groups begin this summer (Western Connecticut is following our three-term group, beginning with a summer segement, format); and Dr. Sternberg and Dr. Cooper will conduct another workshop/training session with the New Jersey Institute Minority Academic Careers (MAC) Fellows in May, 1994. The three institutions are confident that we are available for help for the forseeable future.

F. Summary and Conclusions.

Reflecting upon our activities over the past 29 months, I would adjudge our project a qualified success in terms of our original objectives. We did succeed in "implanting" one healthy ongoing large dissertation completion program, and have reasonable expectations that one or both of recently visited and/or revisited hosts will also succeed in establishing vigorous programs. At another institution, two groups were initially established and lasted 18 months, but atrophied. Three institutions, despite considerable effort on our and their parts, were never able to produce a "critical mass" for initial formation.

Our FIPSE team of mentors was taken by surprise by re the difficulty in getting firm invitations for workshops. Although altogether about 150 institutions were apprised of our grant (most through our mailing, or through brochure distribution at FIPSE Project Directors meetings), we had to work exceedingly hard eventually to present our program to seven hosts.

Our experience with our own FAP program, where our principal job was to facilitate groups, not recruit members, had not prepared us for an unfamiliar, and often uncomfortable, recruiting and salesmanship role that the project required before we could "sell" the program itself on various host campuses. Thus, our major difficulties were not per se with how effectively we presented our well-planned workshops (although we did make secondary adjustments and changes in the workshop formats based on participants' evaluation feedback) -- all the campuses we visited praised our presentations, enthusiasm and competence -- but with the obstacles we encountered, as it were, "on the way to the forum" and "after the forum," when institutions tried to implement our program in the context of their own budgetary and personnel constraints.

As stated previously, we came to realize both that far fewer institutions than imagined presented an ABD faculty problem, and that many of the circumstances that fostered a successful faculty dissertation completion program at C.U.N.Y., most particularly the firm commitment (including a budgetary one) to promoting advancement in the professorial ranks for minorities and women, were unique or near-unique to our university. It then followed that successful disseminations were going to produce at best scaled-down and less indepth terminal degree completion programs on other campuses, a reality we had difficulty accepting.

Although we will discuss in the next, and final, section what we might or should have done differently, we remain convinced, after much reflection, that our project had less than optimal transplanting success at the host institutions largely due to present conditions on American campuses, rather than with the quality of our dissemination workshops and consultations. After all, we were the same energetic mentors who have had dramatic success with our own C.U.N.Y. dissertation completion program.

The principal investigator has concluded that perhaps our project target population of ABD full-time faculty was not the optimal one. A case could be made for redirecting dissertation completion help to the far greater number of full-time ABD or near-ABD students, who are not yet teaching, or who are teaching on a limited adjunct basis. Not-yet-faculty ABDs generally have fewer responsibilities and role-strains than faculty ABDs and, by virtue of still being on campus, have access to their graduate department's and school's potential support (e.g., funding a dissertation group) and network of other on-campus dissertation writers. It would appear easier to organize and motivate this generally less-isolated and usually less-stressed segment of the ABD population to join in collaborative dissertation completion groups.

Given our experience with the minimal enthusiasm and commitment that higher education institutions currently demonstrate toward support of junior faculty's advancement, the principal investigator (reluctantly) submits that any subsequent FIPSE grants in establishing dissertation completion programs should target recent ABDs still on campus, and engaged in, at most, part-time teaching.

The two sets of guidelines found in appendices to this report, one for disseminating dissertation completion programs, the other for actually starting a dissertation completion group, can be used, however (with some variations based on the populations' status), with both faculty and campus-based future-faculty ABD populations.

What Might, Should, or Would We Have Done Differently?

1. We should have understood sooner, after a disappointing response to our mailings about the project's services, that few institutions had as extensive a faculty dissertation completion problem as exists at C.U.N.Y. Such a realization might have tempered our frustrations in dealing with the relatively small number who had a problem and wanted our help.
2. We should have requested additional funding for more frequent revisits to train the mentors in leading the groups, so that their training component more closely approximated our term-long FAP training of mentors.
3. We might have asked FIPSE for "seed money" to fund an institution's first term and/or year of a program (including released time for mentees and adequate compensation for mentors), hoping/expecting that the institution would pick up the cost in subsequent years when it saw positive results. With seed money in our budget, I have little doubt that three or four of the campuses with which we negotiated to no avail for so long would have

hosted us and begun programs. Whether these colleges would have "picked up the tab" after a year is problematic.

4. We might have asked for funds to videotape either one of our own FAP sessions and/or an actual dissemination workshop. After receiving the grant, we mentors did discuss videotaping, but discovered that such an endeavor was a major production in terms of funds needed (we would have had to pay staff at the City University or any of its specific colleges with which we were affiliated considerable money), for consulting, producing, editing, etc. Some of the hosts audiotaped our workshops, but sound tapes are a distant second-best in capturing the essence of our disseminations.

Of course, the number two, three and four "should haves" and "might haves"are after-funding, Monday-morning quarterbacking. When I think back to the time at which I wrote the proposal (my first), the "best advice" from "grantspersons" at C.U.N.Y. Central (university headquarters) was that the success of our then only two-plus year old Faculty Advancement Program, although already promising, was not impressive enough (in numbers) to "carry" funding for more than a relatively modest amount, a reading which probably was accurate.

5 After meeting many FIPSE project directors in Washington, most with three-year grants (as contrasted with my two years), at my first annual conference, I felt I had made a novice's error in not applying for a three year grant myself. Two years later, I see that, despite our very strenuous efforts, the demand "out there" for our program was not sufficient to "carry"a three year award, although FIPSE did generously grant us a five-month no cost extension during which we were able to twice visit one additional host, and arrange a workshop visit (carried out in early March on our own post-grant time) to a second institution.

Appendices

1. FIPSE-Requested Feedback on Their Support of Grant Activities.

2. Guidelines for Disseminating a Dissertation Completion Program to Host Campuses.

3. Guidelines for Mounting a Dissertation Completion Program on Campus.

4. The Principal Investigator's Grant Activity Log, September, 1991 -- March, 1994.

5. A Dissemination Workshop Materials Package, Including Selected FAP Group Syllabi and Dr. Sternberg's Outline of Salient Features of A Successful Dissertation Completion Group.

6. Relevant Correspondence and Materials From Host (and Possible Host) Institutions.

Information for FIPSE.

1. What forms of assistance from FIPSE were helpful to us?

I thought the project directors meetings were quite helpful, particularly in putting us in contact with other investigators and other projects related to our own. I met one project director who ultimately invited us to his institution for a dissertation completion program dissemination.

Sessions led by FIPSE staff at the meetings on managing grants and writing reports were useful, as were the distríbuted detailed guidelines for writing the continuation and the final FIPSE project reports.

We would have welcomed closer personal contact with FIPSE personnel In the first year of the grant, both Dr. Forbes (our grant officer) and Dr. Karelis expressed an interest in visiting either one of our C.U.N.Y. dissertation groups or one of our actual disseminations. Yet, despite two or three attempts at finding a common time, no one ultimately visited, which was a disappointment to me and the other mentors. Dr. Odus Elliott replaced Dr. Forbes in the second year of our grant as project officer, and I/we experienced a certain break in continuity from that substitution.

2. What should FIPSE staff consider in reviewing future proposals in our area?

I believe FIPSE has to give more thought and attention to distinguishing between "standard" grants and dissemination grants, in terms of what is expected in the respective proposals and the goals of both kinds of projects. For one example, I note that the guidelines for the final report, in terms of headings and topics target "experimental" projects" and are not always appropriate for dissemination grants. One instance: in the discussion of Project Results, you note you are interested in plans for dissemination, neglecting those projects which are already dissemination grants.

As I understood both Drs. Marcus and Karelis to state, FIPSE is increasing the number of its dissemination grants, an interesting and fruitful new direction. Might I suggest that someone in FIPSE be specifically designated to oversee dissemination grant proposals and funded projects, with a mandate to more clearly distinguish (per above) the somewhat different nature, goals, activities, methodologies and evaluation components, of the two enterprises? One result of such an effort might be a grant application form, and report guidelines specifically tailored to dissemination projects.

Judging from our grant's experiences, I would also urge that FIPSE take pains early to inform seekers of dissemination grants about the possible extensive nonacademic, "salesmanship" activities (about which I wrote in the final report, above), which we hadn't expected, and which took an inordinate amount of our time and energy.

Some Guidelines for Disseminating a Disssertation Completion Program.

1. "Waste" very little dissemination workshop time on overviews of your grant, its history, success, etc. Although the principal investigator felt a professional obligation to trace our own program and the FIPSE grant's roots at the onset of each dissemination, the evaluation questionnaire feedback from several institutions indicated that attenders were turned off by too-lengthy an introduction re these matters. The investigator still feels, intellectually and professionally, that such a foundation should be laid, but the participants, alas, feel otherwise. Save the history for last, time permitting.

2. If the workshop is four hours long, two-three hours should be devoted to attenders participating with the disseminators in a simulated dissertation completion group and concurrent analysis (in "time outs)" and subsequent questions. The evaluations questionnaires indicated overwhelmingly that the role-playing of a dissertation completion group and related discussion were the undisputed most valuable elements of the workshop.

3. Keep the attenders centrally involved throughout the workshop; the disseminators should act as much as possible from the wings, letting the attenders generate growing enthusiasm as they involve themselves in their roles as dissertation writing group members.

4. Get in your most critical material in the first hours of the workshop. More than once, we would find that as many as half the original attenders had disappeared when we reconvened for the second half after lunch! Since the workshops were given on normal workdays, many faculty had teaching (or administrative) obligations which prevented their being able to attend all of a 3-5 hour workshop.

One could consider a shorter workshop, but responsibly and effectively to convey how to set up dissertation completion groups needs that amount of time. Thus, again, we stress the need to get the gist of the dissemination, the simulated dissertation completion group, on center stage right away.

5. Always be ready to adapt your framework and your presentation to the given situation at a particular workshop. For example, if the program indicates there will be separate afternoon sessions with mentors and administrators and with mentees, but the conference participants are deeply involved in role-playing the morning demonstration group, the disseminators might opt to do a second simulated group (always come prepared with at least two sample dissertations), elicit what would have been separate afternoon group issues/topics in the demonstration group, and ask the presiding administrator(s) to distribute the second-half materials packets to mentors the next day.

6. Be prepared for some institutions to consider your service for months(with many phone calls and letters), and then lose interest. There is really not much more we as project personnel could have done to effect more visits. We dutifully sent materials on request, spent much time on the telephone, followed up repeatedly.

We were up against a mood on campuses in the 1990s which presents an obstacle to widespread dissemination, whatever our, or anyone else's, vigorous efforts. Dissemination of a dissertation-completion program for junior faculty is a "hard sell" today, not unlike the real estate and new car markets.

7. Try to get top administrators involved from the start of negotiations, all the way through attending the workshop and revisits. Generally (not always: with one institution the President was the chief sponsor of the program, but it still never succeed) the lower the administrative person in the position of arranging the visit, the greater the chance that the visit won't take place or the group(s) get off the ground.

8. Be prepared for disruptive turnovers in administrative personnel during arrangments for a dissemination visit. With three or four institutions, which we ultimately did not visit, the "contact person" changed, or the original person's decision was superceded or undercut by a higher ranking administrator, who talked about changed priorities.

9. Understand that even when programs get started they may not continue down the line of a term or two, even when there is a good deal of initial enthusiasm. At several institutions, neither mentors nor mentees were compensated by pay or released teaching time and the program foundered.

10. Provide funds for followup training for the mentors, beyond making an additional visit or two to the institution. One of the reasons our efforts were less than maximally effective had to do with the very limited followup support we could afford our host campus mentors. Optimally, grant travel funds should be available for mentors in startup programs to visit ongoing programs/groups on other campuses. In our case, we issued invitations to all our hosts to send

their mentors to observe our groups, but only one institution actually did so.

11. "Push" released time for mentees and compensation for mentors, although you have to "back down" if the institution simply cannot, or will not, comply. Again, our project might have done better if we had built" seed money" into the grant for funding the program for the first term or year of an institution's faculty dissertation completion program, with a provision that it would provide the funding after that point if the group became well-established.

Some Guidlines for Administrators and Mentors in Starting A Dissertation Completion Group (Note: please additionally consult appended CUNY Dissertation Group Protocol Guidelines, Dr. Sternberg's outline of "Salient Features of FAP Groups Contributing to Success" and selected FAP mentors' syllabi for their particular group).

1. In every mentee group, there will be a range of abilities and motivation to both participate in the group and to write their dissertations. You won't be able really to gauge individuals' limits and potential contribution and product- ivity until well into the first term. Many mentees "talk a good game," but write a poor one, certainly at the start.

2. Mentees handing in promised materials for others to critique on time is a continuing issue in the groups. Sufficiency of the material is also problematic. If a group begins to fall behind on their responsibility to submit materials, the mentor must vigorously intervene before a dilatory destructive habit sets in. Intervention involves talking about the matter with the group as a whole, as well as with individual "offenders."

3. The mentor him/herself must always be prepared, have read the submitted materials and be able to produce extensive feedback; lax critical feedback from the mentor insures a similar response from the mentees.

4. Feedback on manuscripts must be constructive, but honest. In the first months, mentees are reluctant to give true feedback to each other for the sake of politeness and collegiality. Be very alert to the rest of the members around the table saying they thought a member's manuscript was well-written and clear, when you know it was poorly written, organized, and confused. You must step in, and tell the truth, albeit gently and constructively. Otherwise, the group becomes a superficial farce.

5. The mentor must be prepared to speak up with courage about mentees either not fulfilling their responsibilities to the group (including attending all meetings and participating in those meetings) or writing unsatisfactory manuscripts. We say courage, because the reaction (at least initially) is unpleasant for the mentor, and the group sides with the mentee(s). Generally, however, when the air is cleared and everybody ventilates about the mentor's "attack," people start producing at a higher level of quality and quantity. The amount of resistance to sustained dissertation writing (the sina qua non, of course, of finishing) can never be underestimated and is constantly manifesting itself, even in the best of groups.

6. A mentor has to "work the phones" constantly. He/she has to continually make sure that everyone is coming to a meeting, and that participants who are "up" have distributed their materials to everyone else (by mail and often by personal delivery to other people's residences) with enough lead time for colleagues carefully and critically to read the documents.

7. Always remember that the bottom line for the group is moving ahead with and, hopefully, finishing their projects. The group is not group psychotherapy (although a mentor who is skilled in group dynamics has an advantage); if people leave the group emotionally improved, possessing enhanced interpersonal skills, etc., but without marked progress on their dissertations, the group cannot be termed a success, given its singular goal.

8. The main contribution of the group is rigorous examinations of the substantive materials; the"support group" function re personal and/or family problems negatively impacting on dissertation writing is sometimes important, but clearly secondary. Groups which reverse the focus of priorities toward emotional support make less dissertation completion progress.

9. Keep the focus of group discussion on the submitted written materiai; there is a tendency, which the mentor must guard against, for participants to talk too much about their manuscripts, intentionally or unintentionally diverting attention from "the beef" of the enterprise, which is what people put down on paper.

10. Some mentees are not going to finish, as much as we mentors would like a 1000 "batting average." With a group of five, normally two-to-three will finish, although many will finish well after their participation in the group.

11. Some mentees will drop out, either officially or de facto (in terms of not doing the work and/or missing sessions). Reasons for dropping out cited by leavers include:

a. don't have the time to work on the dissertation because of other college teaching/administration demands; b. don't want to read other people's dissertations (the heart of the group completion program), can hardly write and read one's own; c. genuine feeling (true or not) that the group is not helping; d. uninterested in and/or can't follow/understand the other dissertations in the group.

12. All groups will be eclectic in terms of disciplines in which mentees are writing. At no institution will five ABDs in, say, political science, usually be available. At C.U.N.Y., we found, with over 25 groups, that mixing people from the humanities, the social sciences, and education went generally very well.

Many members preferred having people from other disciplines (who sometimes offered more help than people in the same field), rather than a uni-discipline group. Two or three times we did offer specialized groups for science and math/computer dissertations, but people from, say, math education, (although the math education dissertations weren't mathematics per se, but generally soft social science experiments testing a pedagogical math technique with a test and control group) did very well in general groups. The reason interdisciplinary groups function well, in our judgment and experience, is because, regardless of the particular field, all dissertation writers face similar demands of clear writing, "making a case" for an argument, and supporting it with probative evidence, logical organization of materials into chapters, sections, etc. College professor participants from whatever discipline are especially qualified to determine if these requirements are being met.

13. Mentors should meet regularly with each other to discuss the dissertations (and their writers) in their groups. Many useful interchanges of strategies for both better facilitating of a group and helping individual writers along emerge from these meetings. Additionally, from time to time mentors should "sit in" on colleagues' groups, so that they know first-hand the participants discussed in the mentor meetings.

14. If sufficient interest exists among ABD administrators on campus, consider inviting them to participate, as we, later and successfully, did at C.U.N.Y., in the dissertation completion program.

15. If a critical mass of of interested pre-ABD faculty also exists on campus, consider implementing a two-stage terminal degree completion program (as did Edinboro University, one of our hosts), where faculty move from the "anticipatory socialization" of the pre-ABD group to the dissertation-writing group as their degree status advances.

Some guidelines to an institution for choosing dissertation-completion group mentors: What credentials and qualities should mentors ideally possess?

1. The mentor should have written an outstanding doctoral dissertation.
2. The mentor should be well-published him/herself, ideally with at least one substantial authored (not edited) volume and at least half a dozen significant articles on his/her resume.
3. The mentor should be an excellent editor.
4. Experience in conducting graduate level seminars is desirable.
5. Having mentored or sponsored a number of dissertations prior to joining the program is a mixed blessing. Few of the FAP mentors had done so, and most of them worked out admirably. The problem with a good deal of prior one-on-one dissertation advising is that an individual gets accustomed to "being the boss" in a directive, usually authoritarian relationship, a situation in direct contradiction with our egalitarian, peer group format, where often, if the group is working as it should, other ABDs are as valuable "advisers" to their colleagues as the mentor.
6. The mentor has to be something of a generalist, willing and able to "stretch" beyond his own field, since his/her group is going to be eclectic/interdisciplinary The principal investigator once interviewed a science professor to head up a science group in our program. He informed me that he had only one condition: that all the participants be doing their projects in geology! He was not hired.
7. The mentor has to be a "nudge," re making sure participants attend all meetings, produce on time, etc.

8. The single most important quality of a dissertion writing group mentor, in the principal investigator's judgment, should be a talent, not for seeing why a dissertation won't work (most of us professors have that "talent"), but for seeing how one that won't work with its present focus, direction or organization can be turned (sometimes the angle is just one or two degrees, but what a difference they can make) into a viable thesis.

Activities Log of Dr. David Sternberg, Project Director
FIPSE Dissertation Completion Dissemination Project
September 1, 1991 -- March 31, 1994.

September, 1991. (work confined to latter part of month after return from annual leave)

1. Received Research Foundation (of CUNY) contract number late in month.

2. Pursued pre-grant award inquiries (in response to Spring, 1991 letter re our anticipated grant) from Marymont and Monmouth Colleges about our services.

October, 1991.

1. Prepared for attendance at three-day FIPSE project directors annual conference in November.

2. Wrote (in collaboration with Dr. Kathleen Morgan) FIPSE grant brochure to be distributed at project directors conference and in letters to 100 institutions in the Northeast.

3. Monmouth College, Longbranch, New Jersey, invited us for a preliminary November meeting re giving a full-scale demonstration in December. It was decided that Dr. Morgan, Program Administrator, would attend that intial meeting with me.

4. Met with six or seven of the mentors for a planning session about format of presentations. A number of them submitted written suggestions, which I shared, along with my own detailed agenda, with Dr. Morgan and Ms. Miranda.

November, 1991.

1. Attended FIPSE Project Directors Meeting in Washington, D.C., November 1-3.

a. Met several times with our project officer, Preston Forbes, Ph.D., and Dora Marcus, Ph.D., FIPSE evaluation specialist. Also attended a valuable evaluation strategies session. From these several meetings it became clear to me that FIPSE is particularly interested in our project since it is one of their relatively few dissemination funded projects, a new direction in which they plan to move in a major way. It also became apparent that FIPSE officials were as interested in the **dissemination process** as they were in the effectiveness per se of our implanting a successful dissertation completion program at a

host institution. Accordingly, I was asked to record circumstances at each visited college conducive or resistant to dissemination. Additionally, Dr. Marcus provionally asked me to chair a section on dissemination projects at the 1992 project directors meeting.

b. I attended numerous sections over two days, where I heard about other projects, and shared my own. I was generally impressed with the intellectual level, enthusiasm, and quality of projects of my colleagues at the conference. I received repeated positive response from other project directors and FIPSE officials for our City University FAP program, and its success to date.

c. I distributed about 50-60 attractive brochures which we fortunately had ready for the meeting. I noticed that many others had come with similar materials, so that we were right on track with the brochure.

d. The meeting was very valuable for me since I learned a good deal about what FIPSE expected of its grantees, particularly in terms of evaluation materials (especially annual reports). I also discovered that the Foundation is quite flexible in terms of how the grant is conducted in terms of the goals stated in the proposal, and in how monies are allocated. For example, we planned in the proposal to visit four institutions per year, each twice, with a team of two mentors. Already we have altered that format with Monmouth College, visiting it twice already, with a team of three mentors for the December 20th presentation. Developing circumstances have demonstrated that more visits with more mentors have a better chance of establishing a successful program at Monmouth. We plan a third consultation visit in March or April of 1992 to monitor their progress. FIPSE encourages (according to Dr. Forbes) changes such as the above, that adapt to conditions met at one host institution or another in line with promoting the grant's goals.

I also discovered that we were already somewhat ahead of the game in making an actual presentation within the first four months of funding. Many of the projects use the entire first year in planning the implementation of the program, which is executed in subsequent grant years.

Dr. Forbes also told me that he felt there were many small colleges, like Monmouth, with five to 10 ABDs languishing without support to finish and move on with their careers, and that such institutions were were equally suitable as larger ones as sites for our project.

I felt I had established good contacts with Drs. Forbes and Marcus, a feeling that has proved correct in subsequent months, as I have frequently spoken with especially Dr. Forbes re one issue or another, with satisfactory resolution.

2. I chaired another mentor meeting with five mentors, sharing my conference experience, and continued planning of the presentations.

3. Dr. Morgan and I visited Monmouth College on November 20th, 1991. We met with a group of administrators, including the Vice Provost and deans of several schools. After a two-hour discussion of their ABD faculty situation, we agreed to revisit with a full-day presentation in December. An advance prepresentation onsite visit is very valuable, and we will continue to pursue it when the host institution is within a few hours driving distance of New York City.

December, 1991.

1. Dr. Morgan and I completed an information letter about the FIPSE project, selected 100 target institutions from New York, New Jersey, Connecticut, Massasschusetts, Pennsylvania, Maryland and the District of Columbia, and sent out the letters with the FIPSE brochure.

2. I selected Drs. John Cooper and Nora Eisenberg to make the presentation with me at Monmouth College on December 20th. In preparation for that workshop we held several long sessions, where we designed the specific activities for a six-seven hour presentation to about 10 Monmouth faculty and administrators.

Central to our preparation was a simulated dissertation group, where the mentors played dissertation writers and host faculty were asked to join in as additional members. I prepared a detailed program, which we sent with other materials in advance packets to Monmouth College. Additionally, all three of us wrote talks about various dissertation program and/or mentoring issues,to be given to the administrators and prospective mentors in the afternoon phase of the workshop. Finally I designed a two page evaluation questionnaire, partly Likert-style, partly open-ended to be distributed to all Monmouth personnel at the end of the workshop.

3. Paul Roodin, Associate Provost at SUNY at Oswego (tele: 315 341 2232) contacted me in response to our mailing re a possible presentation there in the Spring term. He agreed to get back to me in January with more information about Oswego's specific needs.

4. Charles H. Karelis, the Director of FIPSE, called me and asked to attend one of our FAP groups. Unfortunately, his day in New York City was the day of our Monmouth presentation, so we agreed to arrange a date in February when one of our groups is scheduled. I took his request to be further evidence of FIPSE's high interest in our grant.

5. Our FIPSE mentor team visited Monmouth College on December 20, and conducted a very successful six-seven hour workshop with seven ABDs, two mentors and the Assistant Dean of the College of Arts and Sciences. They plan to establish in February, 1992 a group of six writers, co-chaired by two Ph.D. faculty, one a male psychologist, the other a female historian. Dr. Cooper and/or Dr. Eisenberg will revisit Monmouth in March or April to observe a group and then consult with the mentors. All the writers will be given some released time. The evaluations, filled out by all participants, indicated a high level of satisfaction with our presentation.

January, 1992.

1. The Monmouth team held a debriefing and summing up session about the workshop, where we reviewed which parts of our presentation worked best, and which might need modification. We agreed that one model State of the Dissertation was sufficient (we had used two, which had been perhaps too much and long to sustain attention toward the end) to generate enough issues and questions from the host college audience.

2. Letters or calls of interest about presentations in response to our mailing were received from Montclair State College, New Jersey, Western Connecticut State College (Ruth Corbett, Director, Research and Grants, tele: 203 797 4347) Danbury, Connecticut, and Salem State College, Salem, Mass. Dr. Mildred Garcia, Assistant Vice President (tele: 201 893 4368) is gathering more information on faculty interest at Montclair State and will call me shortly about my coming out for an advance meeting.
I spoke with Gwendolyn Rosemond, Dean of Academic Affairs at Salem State on January 27th (tele: 508 741 6240), answering her questions about our program and services. She is making inquiries about seriously interested ABDs, and will get back to me within a week.

3. I am in contact with Dr. Jonathan Lindsay, Director of Foundations Development at Baylor University (tele: 817 755 2561) who was referred to me by Dr. Forbes. He directs a related FIPSE grant at Baylor, and wants to share ideas and developments with me.

4. I spoke for a second time with Dr. Paul Roodin, Associate Provost at Oswego State. He will call me shortly when he has a critical mass of four or five ABDs in hand. I expect to make a visit to Oswego in March. It appears that we will make presentations at three dor four institutions in the first year of the grant.

4. I spoke with Preston Forbes about several matters including Director Karelis' visit to our program. He indicated that he also planned to come to a group. He will call me again, so we can correlate their New York dates with one of our group dates.

5. As I close this report on January 3l, no further communications have been received from the above mentioned institutions, but I expect activities to step up in February, as Spring terms get underway.

February, l992.

1. I sent a five page log/report of my grant activities (accompanied by a letter to Sylvia Miranda), listed by months, from September, l991 through January 31, l992, to Ira Bloom and Sylvia Miranda. This running log, to be continued throughout 1992 and 1993, will form the basis for my end-of-year report to FIPSE.

2. I sent a letter to Preston Forbes. updating him on grant activities and prospect institutions, as well as renewed my offer to him and Charles Karelis to visit our groups in the next months.

3. Dr. Paul Roodin of Oswego State informed me that because of retrenchment crisis due to State budget cuts, the President and he had decided to postpone our presentation to the late Spring. He is sending me a letter explaining the situation. My own sense is that we will not be invited this year. I also begin to wonder whether monetary crises won't affect other invitations.

4. On February 11, I spoke at length with Dr. Michael Mills, Assistant Vice President of the University of Hartford (Office of Academic Affairs, University of Hartfor, West Hartford, Ct. 06117, tele: 203 243 4502). He is checking with 8-10 ABDs, as to the seriousness of their interest in joining a dissertation commpletion program. I am sending him a copy of our Monmouth presentation program this week. Every administrator asks me the same question about what our services are going to cost them.

5. I received a message from Otis Elliott of FIPSE (tele: 202 708 5754), informing me that he had replaced Dr. Preston Forbes as our program officer. He requested I call him to talk about the grant. He also indicated he wants to visit our program in New York.

6. A chancellor' reception for the FAP was held at 80th Street on February 19th, where the l5 successful mentees were honored. The vice-chancellor had some commendatory words to say about me and my central role in creating and developing the program, and also mentioned our FIPSE grant. I was given a plaque of appreciation from the mentees.

7. I had a meeting with Sylvia Miranda onFebruary 20th. The following were discussed/decided:

a. All FIPSE telephone calls made by me or the other mentors to host institutions or to FIPSE from our residences will be reimbursed (we are to use petty cash reimbursement forms) upon submission of the bills to Sylvia by the Research Foundation.
b. John Cooper will be payed for two hours of telephone calls (and logs thereof) to prospective institutions re information, scheduling visits, etc.
c. I will send followup letters to the various institutions contacted, reminding them that if we are to arrange a visit, we must schedule by late March/early April in order to visit them by the end of Spring term.
d. We are adapting earlier versions of the FAP recruitment brochure for a mailing to CUNY faculty ABDs in late March/early April. We are very hopeful that combining deferred participants (3 or 4) with new candidates, we will be able to mount and fund two groups. I am contacting all mentors and many mentees to beat the bushes at their various colleges to get the necessary number of eligible applicants. If we can mount two groups, Sylvia says my situation will remain the same: there will be a summer session where I'm payed 90 adjunct hours, and I will teach one course per semester in the Fall of 1992, and Spring, 1993 semesters. Continuation of our own program through a fourth year will continue the availability of City University dissertation groups for training observation by mentors at other institutions that we visited.

8. At this point, I am going to list the institutions we've contacted, with the current state of affairs re a presentation, as of February 21, 1992:

1. Monmouth College. December 20, 1992 demonstration with Drs. Cooper and Eisenberg. Dr. Lauria's assistant informs me that Monmouth began its own group in mid-February, but I have no confirmation from Lauria herself. John or Nora should contact Dr. Lauria at 908 571 3424.
Request letter to me at John Jay, confirming that group has started, etc.

2. Montclair College. I had one lengthy conversation with Dr. Mildred Garcia, who used to work at CUNY, in January. I have tried to contact her again, with no luck. She too should be followed up by John. 201 893- 4368.

3. SUNY at Oswego. What originally seemed a sure visit when we first talked in December, 1991 has been postponed to the late Spring (at least) because of a retrenchment crisis. Contact person: Dr. Paul Roodin, Associate Provost. Tele: 315 341 2232. John should call, asking Roodin for a letter for our files, re intention to pursue a visit at a later date. Send to me at John Jay College.

4. Edinboro University, Pa. Sylvia Miranda referred Shirley Stennis Williams to me, but repeated attempts to reach her in February failed. She want information on program. John kindly calls: 814 732 2752.

5. Western Connecticut State College, Danbury. I called Ruth Corbett, Director, Research and Grants in January. She was supposed to call me in late January, but didn't. She should be contacted (secy is Mrs. Nicholson) at 203 797 4347.

6. Salem State College, Salem, Mass. On February 11, Gwendolyn Rosemond, Associate Dean, Academic Affairs (tele: 508 741 6240) wrote me informing me that although Salem State did not have sufficient ABDs to need our project, she offered Salem State to host our program if surrounding greater Boston north institutions to whom we mailed literature needed our service. Accordingly she asked for a list of said colleges to whom we mailed information, and we are preparing that list and sending it to her.
7. University of Hartford, West Hartford, Ct. After a lengthy telephone call in early February, I sent additional materials to Dr. Michael Mills, Asst. Vice President for Academic Administration. Dr. Michaels is surveying the ABD faculty numbers, but is quite sure there are sufficient people for at least one, maybe two groups. He is going to get back to me, but he should be called by John in two weeks (first week of
March) for a followup. Tele: 203 2[illegible]3 4502.

8. Towson State University, Towson, Maryland. Dean R. Esslinger, Assoc. Dean for Faculty Development, called us on February 18 or 19th. Towson, according to Sylvia Miranda, is a progressive college, always interested in pursuing innovative programs. Dean Esslinger will hopefully be called by John the week of February 24th to give basic information. Tele: 410 830 2919.

9. I received a document from FIPSE, dated February 14, 1992, informing me that our continuation application (which is both a progress report on current year activities and a proposal for next year's activities) and a one-page project description (which we'll adapt from the 1st year's) are due May 12, 1992, giving me about two and one half months to complete. What is of concern to me is the financial status of the annual report, which must include total budget expenditures. Sylvia is going to do this either by herself or with somebody's help over at 80th Street, since she is keeping track of all expenditures, and signs off on everything; she also has all the receipts, payment forms, etc. I must talk to her soon about this. There is also discussion of being able to carry over unobligated funds from the 1st year for use in the second year, and how to so indicate on the 2nd year budget. As I look at the FIPSE forms and examples, I think I know how to do it (minus the indirect costs, but I still have to get all the expenditure figures from Sylvia to figure out the carryover totals that go on the Budget Status report and on the 2nd year budget form.

10. Dr. John Cooper, one of our FIPSE mentors, made seven contact calls for the project on February 25, 1991. Here is the gist of each of them:

1. Monmouth College. Dr. Lauria informed him that their dissertation group had started two weeks ago, and is meeting weekly with four mentees, with a possible two more to come on board, and two mentors. John also called the female mentor, an historian, who was very enthusiastic about the group. She also indicated that our demonstration was extremely helpful in their getting started, particularly the two hours we spent with the mentors in the afternoon. She is most anxious that Dr. Cooper and/or Dr. Eisenberg visit their program as early as March, and we are taking steps to arrange this over the next weeks. Dr. Lauria is sending me a letter confirming that Monmouth has successfully instituted a group.

2. Montclair State College. A second followup call to Dr. Mildred Garcia, found her once again out of town. She is supposed to call us next week. Dr. Cooper will follow up within two weeks should we not hear from her.

3. Oswego State. Apparently, the retrenchment crisis has eased somewhat and Dr. Roodin is still very interested in our coming to campus, in May. He is sending us a letter to that intent within a week. If we receive no letter by then, Dr. Cooper will recall.

4. Edinboro University. Shirley Stennis William, our original contact person is away from campus this week. John will call again next week.

5. Western Connecticut State College. Ms. Ruth Corbett is interested. Administrators are meeting on March 11, to consider, among other matters, whether they will invite us to campus. She will inform us on March 12. Again, if we get no word, Dr. Cooper will recall on March 13 or March 14.

6. The University of Hartford. Dr. Mills has identified 12-14 ABDs among the faculty. He is now negotiating the issue of released time for the mentees with the administration. He will have an answer for us within two weeks. Dr. Cooper will follow up.

7. Towson State University. Dr. Esslinger informed Dr. Cooper that in a faculty of over 400 Towson had some 30 ABDs. They are interested in our program, but he wasn't sure whether he could set up this Spring, or wait until early next Fall (issue of whether too late in the semester to start a group. In any event, he thinks that maybe we should visit this Spring, even if the group doesn't begin until September. Will let us know within two weeks. Dr. Cooper will follow up.

Dr. Cooper will also call this week Mercy College in Westchester. The president is Dr. Jay Sexter, former provost of John Jay, whom John knows quite well. President Sexter had earlier indicated an interest when I spoke to him, but wasn't able to provide released teaching time for participating faculty. However, if he has a group of bonafide ABDs, which he had already indicated to be well over l0, we will proceed with a demonstration.

11. On February 26, John Cooper spoke with President Jay Sexter of Mercy College, Dobbs Ferry, New York (tele: 914 693 4500; address: 555 Broadway, Dobbs Ferry, NY 10522). We believe that we can set a presentation up with Mercy within a month. I sent some brochures, a copy of the Monmouth program, and a letter explaining our services under the grant to Dr. Sexter on February 27, at his request.

March, l991

1. Framingham State College, Mass. On March 3, Dr. Cooper called Marie Dodd, secretary to the director of continuing education at Framingham State College (tele: 508 626 4561) in response to an inquiry. He oriented her to our project, and she will relay that information to the director; then they will get back to us.

2. On March 5, I received a letter from Dr. Paul Roodin, Associate Provost at Oswego State, indicating he was preparing for a late Spring visit from us (letter in file). But he also notes the administration may have to defer to early Fall because of budget and retrenchment problems. He wants to talk in 2-3 weeks, so I or John will recontact him on March 20th.

3. Monmouth has invited us back for consultation, tentatively planned for Thursday, March 12. Dr. Cooper and/or Dr. Eisenberg will make that visit.

4. Shirley Stennis Williams, Dean of Education at Edinboro University, has requested further brochures in connection with a projected plan to bring two or three other neighboring institutions together for our visit. I am sending her that material (March 6, 1992).

5. Similarly, Salem State College has offered to host a demonstration for northern Boston area colleges (although their dean (Gwendolyn Rosemond) says Salem State does not have sufficient ABDs to establish a program itself. She has requested a list of neighboring colleges to whom we mailed materials, and I am sending it (March 6, l992).

6. Dr. Mildred Garcia of Montclair informed Dr. Cooper that Monmouth did not have a sufficient ABD faculty population to warrant starting a group. She said she was sending us a letter to that effect for our files. If we don't receive it, Dr. Cooper will ask again.

7. Dr. Cooper and I will visit Mercy College, Dobbs Ferry, NY, on March l9 in a preliminary session to meet with President Sexter, his chief aides and all division and department heads to orient them and determine their needs and thus the content of our presentation. This meeting is similar to the preliminary I conducted at Monmouth with Dr. Morgan in December, 1991. Presumably two or three weeks later the same mentor team of Cooper, Eisenberg and Sternberg will do a presentation at Mercy College, quite similar to the Monmouth demonstration/consultation. Because we are under some pressure to do three or four demonstrations by May, I have had temporarily to curtail the original plan of using new mentors for each presentation. Preparing a presentation is very time-consuming.

8. Dr. Cooper (and possibly I: Dr. Eisenberg is not available during this week) will revisit Monmouth, sitting in on their dissertation writing group and then consulting with the mentors. From our perspective Monmouth has been a resounding success, both in the original inception and now development of their group.

9. Western Connecticut State College informed us on March 12 that after canvassing their campus, they do not have sufficient ABDs for a group. Sending us letter.

10. On Wednesday, March 18, Dr. Cooper and I had a preliminary meeting at Mercy College, Dobbs Ferry, NY, with President Jay Sexter and the chairs of Mercy's l2 academic departments. Each chair is canvasssing his/her faculty for mentees and possible mentors. Dr. Sexter's guess is that 10 people will join up. Given his budget constraints, he can offer neither released time to the participants, nor compensation to the mentors, but he told the chairs that participation of mentors would be viewed by him as a valuable contribution to the college community (code for promotion points). Dr. Cooper and I added that we saw value in the group process for finishing the dissertation, even without released time for the mentees. We have had several instances in FAP where participants (for one reason or another) have not been given released time in one or another term, and have still made substantial progress, even finished. Dr. Sexter is taken an unusually active role in the project at Mercy; he expressed a serious interest in being one of the mentors himself (his discipline is psychology)! I suggested that in any event it is best to train two or three mentors at a time, as we did in our program, and as Monmouth is doing. I indicated to the chairs what information we needed and Dr. Sexter promised to get back to us within three weeks. He believes that we can give a presentation by the middle-end of April, and hopes to start the group this term.

11. On March 23, Edinboro University, Edinboro, PA, invited us to give a presentation on their campus on Tuesday, May 12, from 9:30-2:30 PM. Shirley Stennis Williams is sending us a letter with details, e.g., how many participants, etc. We'll know soon if her original idea of inviting other colleges in the vicinity to attend is in the works. Edinboro is in the northwestern most part of Penn., near Erie, so we will have to fly. I have to decide whom and how many mentors to take. We will fly in the evening of the 11th and fly back in late afternoon, on the 12th. I'm leaning toward taking a replacement for John Cooper, since John won't be with project next year (he's retiring as is Roger Owen), and I have to train one or two more mentors. I'm leaning toward Nora, Phil, and Susan, but I'm not sure even whether to take two or one besides me. Perhaps we should have Alta, Susan, Phil and Lee sit in on our prep session for the Mercy demonstration? Another consideration, of course, is that since Edinboro has definitely set this date, we have to take mentors who can travel, given their own schedule commitments, on these days. Dr. Cooper and I will be able to go.

Having made an initial decision to use many mentors is really causing headaches, since it would probably have been better to work with a maximum of four, and insure that as they did more demonstrations, we'd get better at it with each new presentation. Maybe I should just add Phil and Susan and let it go at that? Another plan is to use Cooper and Eisenberg for original presentations, and then have other mentors visit for later consultations.

12. On March 25, Dr. Michael Mills of the University of Hartford informed Dr. Cooper that he was still negotiating with his President the issue of released time for participating dissertation writing faculty. Dr. Cooper told him that although City University grants released time, as does Monmouth, each institution has to decide for itself whether this is feasible under existing budgetary constraints; Mercy College is not going to give participants or mentors released time, but we feel strongly that the program is very helpful even without released time. We continue to await Univ. of Hartford's decision.

13. Dr. Cooper visited Monmouth College on March 27, 1992. He observed a group, and consulted with a mentor after the group. He is giving me a written report on what transpired next week.

14. On March 30, I called our program officer at FIPSE, Dr. Odus Elliott, and gave him a monthly update on program developments. I informed him that we would soon be presenting at Mercy College and that we had a May date to visit Edinboro University. He is also apprised of our situation with Oswego, where we may get a May date, but may have to postpone until early Fall.

He indicated an interest in attending a presentation, perhaps accompanied by FIPSE Director, Charles Karelis. I am going to try to arrange that when we present at Mercy College, particularly since President Sexter and Director Karelis are well-acquainted.

15. On March 31, Dr. Shirley Stennis Williams of Edinboro informed us that she had invited administrators and faculty from three colleges in the vicinity to attend our May 12 presentation at her campus: 1. Gannon College, Erie, Pa. 2. Behrend College, Erie (a campus of the Penn State College system), and 3. Mercyhurst College, Erie Pa. We will be receiving more information from her re number of attenders, etc., so we can prepare our presentation and presentation materials tailored to their needs.

16. As I finish the log for March on March 31, let me summarize our progress with the project to date, and prospectively into April and March:

1. Monmouth College. Has been visited three times, and a dissertation completion group successfully instituted.

2. Mercy College. Visited once for orientation session. Expect a presentation in April.

3. Edinboro University. We will make a presentation involving participants from four institutions on May 12, 1992.

4. Oswego State College. It is still uncertain whether we will make a presentation in May, or will defer until Fall, 1992.

5. University of Hartford. Although contacts continue, uncertain as to whether and when we will be asked to present.

6. Framingham State College. We are still waiting to hear from Framingham re a Spring presentation.

April, 1992

1. Towson State University, Maryland informed us that although they very much wanted to invite us to campus, there are not a sufficient number of ABDs in their considerable ABD faculty who intend to pursue the doctorate to constitute a group. Many of their ABD faculty in fact are retiring, Dr. Esslinger informed us. They are sending us a letter re their situation.

2. I received a letter from Shirley Stennis-Williams, Ed.D. (dated March 31, 1992) officially inviting us to conduct a dissertation completion workshop on May 12th, She has invited mentor/mentee teams from three other four year colleges in the Erie, Pa. area: 1. Gannon, 2. Mercyhurst, 3. Behrend. She indicates that approximately 20 ABD faculty and 20 ABD mentees will attend. We are taking a team of three mentors: myself, Dr. Cooper and Dr. Ortiz to conduct this large presentation.

3. On April 8, I delivered a draft of all parts of the FIPSE continuation application, minus the budget parts, to Ms. Sylvia Miranda, principal investigator. She will do the budget sections, consulting with me. I will update the project description for FIPSE'S project description book.

4. During the week of April 13, I updated the project description for the FIPSE project directors' book, and worked up the carry over (to second year of the grant) budget figures for a second consultation visit by a mentor team to Edinboro University in the Fall.Both documents were delivered to Sylvia Miranda.

5. Framingham State College continues to express serious interest in a presentation. The issue now is when to do it, with May drawing near and our preparing for a major conference at Edinboro on May 12. We may go up to them on a weekend, which is what they would prefer, or we may schedule for September, 1992.

6. We conducted a workshop at Mercy College on April 15, 1992. Drs. Cooper and Eggers accompanied me. Attending from Mercy were the President, Dr. Jay Sexter, two prospective mentors, and six prospective mentees. We agreed with the two mentors that they would ascertain how many of the six wished to join (I believe the number will be five or four), and then call us. At that time, we will revisit, and assist them in working out a format, schedule, etc., so that they can get underway in May. Whether they will have a summer component is still to be decided.

7. On April 21, Dr. Cooper and I prepared mentor/administrator and mentee workshop material packages to be sent ahead to Edinboro for our May 12 presentation. We expect approximately 50 attenders at this major regional conference. Edinboro has undertaken to copy the appropriate number of packages, at a substantial time/cost savings to the project, given the large number of attenders.

8. On April 27, we received firm invitations by telephone (letters to follow this week) for presentations from Oswego, Framingham and the University of Hartford. Oswego prefers a late August date (I am not certain this can be arranged), or early September. Framingham and Hartford both will schedule for the Fall.

9. On April 28, I and Drs. Cooper and Ortiz held an extended preparation session for the Edinboro presentation. We rehearsed and role played major sections of the program, particularly necessary since Edinboro will be Dr. Ortiz's first participation in the dissemination project. Because of the size of the Edinboro audience, we decided to use two states of the dissertation once more; we also decided not to dismiss the mentees for the final segment, but rather to have Drs. Cooper and Ortiz speak with the mentors about crucial mentor qualities and group process issues, and me talk with the mentees about activities and responsibilities involved in being a dissertation writer in a group program setting. Since many of the mentees at this workshop will be coming from other campuses than Edinboro, it seemed appropriate that conference activities should involve them for the entire day.

May, 1992

1. On Tuesday, May 12, I and Drs. Cooper and Ortiz conducted a day-long workshop at Edinboro University of Pennslyvania with approximately 25 attenders, including the viceprovost, the Dean of the Graduate School, Dr. Kerstetter, and the Dean and Assistant Dean of Education, Dr. Shirley Stennis-Williams and Dr. Richard Arnold. Because of the lateness of the date (Edinboro had held its graduation on May 10) several interested ABD faculty did not attend. Additionally contingents from Behrend, Gannon and Mercyhurst did not attend as originally scheduled for reasons not entirely explained, but we may be able to meet with them when we return to Edinboro in the Fall.

The workshop was very well received. We presented two states of dissertations, with many of the attenders participating as mentees along with the CUNY mentors. After lunch (see program) we divided the group into a mentor/administrator one and a mentee group. Drs. Cooper and Ortiz fielded questions from the latter group, and Dr. Sternberg met with the prospective mentees. At about 3:00 P.M., the CUNY mentors switched groups, to be able to share time and ideas with both groups. All participants returned our evaluation questionnaires before departing.

It transpired that the attending mentees were mostly pre-ABDs, still doing course work (although some were close to ABD status). I encouraged them to begin a mentored group, which would be a first-stage preparation group for planning and writing their proposals. Dean Stennis-Williams informed me that about five interested actual ABDs were not able to attend the conference, but that she hopes to start both a pre-ABD and an actual dissertation-writing group either this summer or in the early Fall. Each group will be led by two mentors.

All the deans expressed to me how informative and stimulating our presentation/workshops had been. They were emphatic in scheduling a revisit in the Fall, where Dr. Ortiz and I will sit in on their groups and then consult with the mentors and the deans.

Dr. Stennis-Williams gave me the name of her friend at the University of Wisconsin, Dr. Susan Kahn, Director of Faculty Development, whom she urged me to contact re a possible presentation next year at Wisconsin. address: University of Wisconsin, 1670 Van Hise Hall, Madison, Wisconsin 53706.

2. I received a letter from Dr. Stennis-Williams of Edinboro, dated May 20, 1992, thanking us for our conference, and inviting us for a revisit in the late Fall, 1992.

June and July, 1992

There was no activity on the grant during these months of our annual leave.

August, 1992

1. I received a call from Hector Garza, Associate Dean of Graduate Schools at Eastern Michigan University, and chair of the minority students section of the Council of Graduate Schools, Washington, D.C. (tele: 313 487 3137; fax: 313 487 4389). Dora Marcus, the evaluation specialist at FIPSE, had given him my name. He is very interested in our project, and in my ideas about restructuring doctoral programs to integrate course work with the dissertation. He informed me that he or Jules LaPidus, the President of the Council of Graduate Schools (tele: 202 223 3791; fax: 202 331 7157) would be contacting me re attending their annual conference in Dallas in December, 1992 to share my ideas and experience with doctoral students and their difficulties with the various deans from throughout the country. I sent materials on our Faculty Advancement Program and the FIPSE project to both men. I also included my unpublished programmatic paper, "Anomie and the ABD." As of September 1, 1992, they have not yet contacted me again.

2. During the last two weeks of August, Dr. Cooper contacted 6 institutions re first or return visits for the the Fall: 1. Edinboro, 2. Framingham State, 3. Mercy College, 4. Monmouth College, 5. Oswego State, 6. University of Hartford. Because involved administrators were on vacation, we had to await September for firmer information.

September, 1992

1. As of September 1, here is the situation for five institutions:

a. Edinboro has established two dissertation completion groups following our visit in May, 1992. We are returning to them in the first week of November to monitor their progress and give further consultation.

b. We are scheduled to give a workshop at Framingham State College, Mass., on either October 3 or October 9. The contact person is Dr. Walter Zannick (tele: 508 626 4561).

c. President Sexter of Mercy College is returning our calls about a revisit to them in September or October.

d. Oswego State. Although we have been in contact with Vice Provost Roodin for many months, and he has extended an invitation, he keeps postponing, saying new circumstances have developed with the budget, etc., so that currently we doubt that a visit will actually take place. I can't see anything more we, and especially Dr. John Cooper, could have done in terms of numerous telephone calls, sending Oswego materials, etc.

e. University of Hartford. Our original contact person was Dr. Michael Mills, who has been replaced by Dr. Elizabeth McDaniel (tele: 203 768 4504). When Dr. Cooper spoke with her at the end of August, she insisted that Hartford definitely was going to invite us. She was going to speak to her vice president, and call us by the end of the first week in September.

2. Dr. Cooper scheduled a revisit to Edinboro University with Dean Shirley Stennis Williams for November 4th, 1992. He and I will comprise the team; we will attend their two groups and then consult with their mentors, and the deans supervising faculty their dissertation completion program.

3. I drafted a new informational letter to send to 50 institutions, most of them colleges and universitites that were not targeted in the Fall, 1991 mailing. Along with the Deputy Project Director, Dr. Cooper, we are selecting that list from neighboring states.

4. The Vice Chancellor informed me that the Chancellor had ordered all work to stop on FIPSE grants for 1992-1993 until the Department of Education actually sent the award amount to the Research Foundation. We, of course, cannot realistically operate in this start-stop fashion since we must persistently pursue invitations, schedule visit dates, arrange travel and accomodations, etc. But no advances are available, so that Dr. Cooper and I have to lay out 100% of our FIPSE Project Directors trip expenses, with no certainty as to when we will be reimbursed.

This is an unsettling situation. Although the Research Foundation had been told that our grant contract had been negotiated, and that monies would arrive by September 30, that date is past with no payment. Nor do we know the final amount of the award.

October, 1992

1. As of October 2, here is the situation with 6 institutions:

a. We are scheduled to revisit Edinboro for a day of consultations with that college's large program. Edinboro, interestingly, established a predissertation and dissertation-writing group, and their plan is that predissertation mentees would ultimately move into the second phase group.

Further, Dr. Cooper has contacted Dr. Stennis-Williams re the possibility of one or two of the neighboring colleges, who orginally planned to be at our May, 1992 demonstrat-ion, but experienced complications and did not attend, to participate ir a separate day's presentation for them. Thus, we would spend two days at Edinboro, who would provide space for the other colleges on the second day. She will call or write Dr. Cooper re this eventuality within two weeks. I am hoping she can arrange this, since we have effectively lost one institution, and postponed a visit to another.

b. Oswego State College, after many months of back and forth, has finally informed us that because of budget problems, retrenchment, priorities, etc., they will no be able to host us and mount a program. Dr. Cooper and I are extremely annoyed with this institution, since we devoted many telephone conversations, mailings, and correspondence to Oswego and Dr. Roodin, who always gave the impression that sooner or later we would be invited.

c. A somewhat similar situation may be developing with Framingham State College. A month ago, after my sending a large packet of materials, and four or five telephone conversations conducted by Dr. Cooper or myself) with a very enthusiastic Dr. Zarn-
ick, we were told last week that the new vice president rejected the project because Framingham does not have the money to compensate the mentors in any way. He assures us that if the budget situation or the vice president's mind changes we will be invited in the Spring, but we are doubtful.

A definite pattern, upon which I previously commented, continues: original enthusiasm and virtual certainty of an invitation are followed by sheepish regrets after the contact person, usually at the dean level, has checked with the vice presidential powers that be. I plan to comment on this pattern at some length in my final report re obstacles to dissemination.

d. On the positive side, the University of Hartford (Dr. Elizabeth McDaniel) informed us today that she has 10 mentees lined up and some mentors, and that Hartford is prepared to compensate them in some way. She thinks that we can arrange a visit in the second week in November, after we return from Edinboro.
Another pattern: at a number of the institutions with whom we have been negotiating, unsettling changes and turnovers in contact administrative personnel in midstream of our talks has delayed or reversed understandings to which we thought we had come. I will also address this dissemination issue in the final report.

It is very clear that helping junior faculty finish their doctorates is not a high priority in the great majority of institutions we have contacted. Even when we try to convince them that it is budget-efficient to upgrade their current faculty at a time fast approaching a dearth in fully qualified professors, there is a great deal of resistance. I refuse to attribute the problem to our salesmanship efforts, since Dr. Cooper and I have worked tirelessly to keep institutions on the hook and to accomodate their requests for more information very fully. Economics is dictating the resistance, not the quality of our "pitch" or the quality of our program, when we in fact have opportunities to present it.

e. Another kind of problem has developed at Mercy College, which we visited in April, 1992. The President had refused to compensate the mentors, although he was strongly supportive of the group initiative, since Mercy has just emerged from severe budget problems. Apparently, the compensation of the President noting their mentoring services as a strong contribution to the College has not been sufficient to retain their services. Thus five motivated mentees (no release time for them either) remain in search of a mentor. I am going to suggest to President Sexter that we help these faculty set up a leaderless support group, using our general format of rotational critique and feedback. As a matter of fact,some of our own FAP groups pursue this approach in August, when official meetings, chaired by the mentor, are suspended until the Fall. Although they may not be as productive as senior faculty mentored groups, participants report to us that they certainly were of value. If Dr. Sexter agrees to this approach I plan to bring one of our successful mentees, along with a mentor, to that consultation.

f. Dr. Eisenberg is in contact with Monmouth College, and will revisit their ongoing group in October or November per their request. Dr. Cooper had previously visited them, but because of illnesses, only half their group had been present.

g. I prepared a talk on "Lessons Learned Disseminating a Faculty Development Model," which I am scheduled to give (see program) at the FIPSE conference on Sunday, October 18. Dr. Cooper will also join the discussion.

h. On October 13, the University of Hartford informed us that they had "too much on their plate" this year and were not going to be able to invite us.

i. We hope to know tomorrow whether we will have an additional host for another workshop in Edinboro, Pennsylvania on November 5th, following our consultation with Edinboro's large two tier (pre ABD and ABD groups)program on November 4th.

j. October 16-18. Dr. Cooper and I attended the FIPSE Project Directors' meeting at the Shoreham Hotel in Washington. I attended the evaluation specialist's, Dora Marcus, session for 2nd and 3rd year grantees on writing the final report, which I have to complete within 90 days of the end of the grant (by November 31, 1992). On Sunday, I delivered a talk on my/our experiences with disseminating a faculty development model (see FIPSE program), with Dr. Cooper's input, to an interested but disappointingly small group. I say disappointly small, because many of the previous speakers at the meeting had talked about the importance of dissemination, but that relatively new emphasis has not, apparently, caught on with the grantees.

We shared at the talk both our successes in establishing programs at three institutions (particularly Monmouth and Edinboro, with Mercy still in doubt, because of mentor problems), as well as postponements (Framingham, University of Hartford) and a cancellation (Oswego) by colleges with whom we had extensively talked and corresponded, and believed to have made a firm commitment to hosting our dissemination presentation/workshop. In each case, these institutions postponed or reneged with regret, telling us that in a time of retrenchment and budget cuts, theyi simply had no resources to commit to an advancement program aimed at junior undoctored faculty (with senior faculty jobs and tenure in jeopardy). Dr. Cooper and I have come to the conclusion that seed money should have been written into the original grant to pay institutions' mentors for one term, after which hopefully the college itself would pick up the tab.

However, when I wrote the grant two years ago, financial situations on campus, although not good, were not as grim as today, and secondly I didn't believe FIPSE would give us another $50 to $60K on top of the $60 K we budget for disseminating a dissertation completion program, which had achieved promising, but not at that time large numbers of successes (the program was just two years old and 10 -12 people had finished, as opposed to 28 as of October, 1992). In any event, it is clear that economic forces beyond our control (Dr. Cooper and I have spent untold and unpaid grant hours repeatedly calling administrators at the immediately three aforementioned institutions).

I discussed at my talk a second mailing to 50 institutions to follow our first mailing in October, 1992. The group suggested if this was done that it be sent on Vice-Chancellor for Faculty and Staff Relations stationery, not CUNY Affirmative Action Office stationery, as was done the first time with 100 institutions in New York and neighboring states (Conn, Mass, Pa, Maryland, Delaware, D.C.). From the start there has been a problem with affirmative action's place in the FIPSE grant (not our own Faculty Advancement Program). Two reviewers of the original grant proposal I wrote had been disturbed that the grant might discriminate in some way against, say, white male ABDs, etc. I had to write a response assuring them that this was not so, and that our program was open to all even though we originated in the Affirmative Action Office.

It was Sylvia Miranda who insisted that we send the original information letter and brochure about the FIPSE project under the Affirmative Action Office stationery cover. We only received about 11 or 12 responses from the mailing, and I am now suspicious (suspicion confirmed by the audience at our talk) that at least some of the nonresponders believed that the dissemination effort was targeted for minorities, and that an ABD faculty population of primarily white men and women was not central to our dissemination interests. If we do another mailing, I am going to send it on Vice-Chancellor for Faculty and Staff Relations stationery.

On Sunday, October 18, we had a very unsatisfactory meeting (in terms of an insufficient half hour to discuss our project and in terms of a rigid attitude) with our project officer, Odus Elliott, who had replaced our original project officer in the winter of 1992. Essentially Elliott wants to close the grant down at the end of 1992, because he feels we have not made visited our "quota" of four institutions per year as stated in our original grant proposal, written in 1990.

I/we (Dr. Cooper and I) really had no time to defend ourselves (as if we really needed a defense of a project which has certainly had success (besides some successful "transplants," we've learned a great deal about the problems and prospects of dissemination of faculty advancement models in a time of short supply of academic money, which I will discuss in the final report, and which is the kind of "serendipitous" information FIPSE claims over and over again it values for planning future initiatives).

Upon our return from Washington, I wrote a long, confidential letter (which I ultimately shared with Dr. Elliott) to Dr. Charles Karelis, Director of FIPSE, dated October 22, indicating my displeasure with Dr. Elliott's mechanistic and summary urge to terminate (although he said he was reserving decision pending our possibly receiving other invitations to move us toward our "quota." I enclosed a packet of supporting materials and letters to make my case. I have, of course, not yet received a response from him (as of October 25th when this entry is being written).

The day after we returned from Washington, October 20, Dr. Cooper learned from administrators at Edinboro that most likely one or two neighboring institutions (Mercyhurst and Gannon colleges) will be present for a demonstration when we revisit Edinboro on November 4 (and perhaps 5). If they do attend, we will add one or two additional institutions to our dissemination quota, and probably placate Elliott. It is having to placate him in the first place that is distressing to us, since, as I have noted, the grant is definitely a success.

November, 1992.

1. On November 2, I spoke at length with Dr. Martin Finkelstein re a presentation to 6-12 New Jersey institutions connected with an Academic Career Program for Minority Scholars at the doctoral dissertation writing stage, which he coordinates as Director of the New Jersey Institute for Collegiate Teaching and Learning. He is doing his homework re a conference, and will call me by November 13.

2. On November 4, Dr. Cooper and I revisted Edinboro University, attending their monthly topical meeting, and then meeting with small groups of mentors and mentees (which they call triads) in the afternoon.

a. We spoke to a group of about 25-30 people at the large luncheonmonthly topical meeting about our experiences in conducting successful dissertation completion groups.

b. We each spoke to smaller triad groups about their experiences to date.

c. I spoke at length with Dr. Philip Kerstetter, the Dean of the Graduate School. Their program is large, and developing well 6 months after our first visit in May. 20 mentors and 28 mentees participate, giving them a very small and favorable mentor-mentee ratio.

We particularly discussed Edinboro's: 1. addition of a pre-ABD group phase to their program, preceding the ABD groups; 2. the addition of triads, comprised of a mentor and 1 or 2 mentees, which then merge to form dissertation completion groups similar to our FAP program's, and the addition of the monthly topical meetings; 3. the unpaid volunteer status of the program, where relatively recently doctored faculty at the assistant professor rank are used as mentors. I closely questioned Dr. Kerstetter on what were the motivations for mentors to participate without pay, and that discussion will be an important part of my final report recommendations section, since our major problem is has been just in the area of potential hosts not having the resources to pay mentors or give released time to mentees (unlike our FAP program). The Edinboro volunteer model may be the direction to pursue in tight-knit residential campuses like Edinboro, although I don't believe it will work in big city commuter colleges. In any event, our meeting was very useful to me in pondering the challenges of implementing junior faculty development and advancement programs in a time of retrenchment and dramatic budget cuts on campuses.

3. I met with Dr. Michael McQuillen, Academic Dean of Mercyhurst College in nearby Erie, Pa. (tele: 814 824 2311), and gave him a package of our program materials. Dr. McQuillen also attended the conference. He is enthused and will talk to me before Thanksgiving, hopefully to schedule an early December visit.

4. Although Dr. William Doan, director of the Faculty Enhancement Project at Gannon University, also in Erie (tele: 814 871 7401) was unable to attend, I spoke to him by telephone at length on November 5, and left a package of materals for him with Dr. McQuillen. If anything he is even more enthused than Dr. McQuillen, has 5-7 faculty ABDs interested in our program, and wants to set up a visit by in in December, even if Dr. McQuillen can't mobilize Mercyhurst so quickly (ideally, we would have a joint conference with the two Erie institutions). he will call me by November 19.

5. Gannon and Mercyhurst are the kind of institutions where half a dozen ABD faculty may be isolated and feeling hopeless about finishing. Preston Forbes, our first project officer, felt that these smaller colleges, with faculty in that predicament, were an appropriate target for our program dissemination. I hope to be able to bring the program to both of them.

6. At Dr. McQuillen's suggestion, I called Dean Ted Smith (tele: 716 665 5220) at Jamestown Community College in Jamestown, New York, whom he feels may also be interested in inviting our dissemination program on to their campus. He has not returned my call, and I will try him again by November 20th. Jamestown is another small, "geminschaft" college (like Monmouth, Gannon and Mercyhurst), a type which I am increasingly inclined to target for receptivity to presentations.

7. I have made definite arrangements to meet with Mercyhurst and Gannon administrators and faculty at Mercyhurst in Erie, Pa., on Monday, December 7th, from 10-3PM. Dr. William Doan will bring a contingent from Gannon University to Mercyhurst, where Dr. McQuillen will host the conference. Dean Ted Smith called me from Jamestown Community College, informing me that unfortunately he could not attend the December 7th conference, but we hope to arrange a separate visit with his group at another time, hopefully when I revisit the Erie-Jamestown area to consult again with Mercyhurst and Gannon.

8. On November 19, 1992, I received a short letter from Dr. Elliott, which came after several telephone conversations we had since my letter to Dr. Karelis in October. It would appear that tempers have cooled on both sides, and Dr. Elliott has dropped any plans to seek termination of our grant. In his letter he asked me to contact him about our resources needs for the spring of 1993. We continue to disagree in our interpretations of just what did transpire in our meeting in Washington, but have "agreed to disagree," and I am pushing on with our grant activities.

8. On Tuesday, November 24, I and Dr. Cooper visited Dr. Martin Finkelstein and his associates Nina Jemmott, and Robert Seale at the New Jersey Institute for Collegiate Teaching and Learning, at Seton Hall in South Orange, New Jersey. We had a very productive five hour meeting with the purpose of planning one or more FIPSE dissertation completion workshop presentations at New Jersey campuses where there are a significant numbers of Minority Academic Careers (MAC) scholars writing their dissertations at the host university (e.g., Rutgers and Seton Hall). Under the MAC program, 57 possible sponsoring institutions (e.g., the New Jersey Institute of Technology) grant a five year unpaid leave to minority full-time employed non-teaching professionals. Funded by the State of New Jersey, the host university pays full tuition for MAC students for four years. They have five years in total to complete their doctorates, before they must return to their sponsoring institutions. In addition to the tuition grant, there is a $10,000/year state stipend for MAC scholars. If they secure a faculty line at the sponsoring institution the State stipend is forgiven.

The MAC program, then, is a New Jersey sponsored faculty development and advancement program, coordinated and managed by Dr. Finkelstein's Institute for Collegiate Teaching and Learning. At present there are 50 MAC students, with a number of them in the 4th or 5th year of the program who are at the ABD or near-ABD stage. They are concentrated at two or three campuses. Dr. Finkelstein and Ms. Jemmott will contact us in the next weeks, after meeting with education officials in Trenton, about where we might set up a dissertation completion group (complete with a mentor) for MAC ABDs.

Dr. Finkelstein indicated that, given the approaching end of the Fall term, we probably would be invited to give one or more workshops in February, 1993. I am quite certain that our meeting will eventuate in one or two major presentations within two-three months. I am also pleased that these new groups will involve minority students, who were always a targeted group (although not exclusively) for our own CUNY FAP Program, and especially since Dr. Karelis indicated in Washington that a new mandated direction for FIPSE will be increasing minority participation in higher education faculty, which is precisely what MAC is about.

The fact too these New Jersey campuses are so close to New York, means that we will be able to arrange multiple consultation visits with mentors and administrators, which will provide a chance for greater continuity and impact of our input in establishing and maintaining successful dissertation completion groups (A problem in the dissemination effort has been insufficient funds to make, say, three or four followup observaton/consultation revisits to campuses a plane trip away from New York).

9. Letters were sent to Dr. Elliott and Dr. Karelis informing them of current developments with the New Jersey Institute, Mercyhurst and Gannon.

December, 1992.

1. On Monday, December 7, I conducted a workshop (see program in Report appendix) at Gannon University with 12 administrators and faculty from Gannon and neighboring Mercyhurst College (the Academic Dean, Dr. Michael McQuillen attended and was a very interested and valuable participant; Mercyhurst's representation was limited to him, because his college was in intercession). The Gannon group included the Dean of Humanities, Dr. Philip Kelly, Professor William Doan, Director of Gannon's Faculty Enhancement program, and various prospective faculty mentors and mentees. At my suggestion, the five-plus hour session was taped, and Professor Doan is conveying a copy of the tape to Dean McQuillen.

The group was very enthusiastic and we went through the entire range of topics outlined in the program agenda, including a simulated start-up dissertation group session, where I presented two of our states of the dissertation for discussion.

What principally came out of the meeting?

a. Gannon and Mercyhurst agreed to mount two groups, comprised of faculty members from both institutions. The groups will begin, hopefully, in late January-early February, 1993.

b. Following the Edinboro innovation (which I discussed earlier in the log), a pre-ABD and ABD faculty group will be formed, since the need for both is there (neither Gannon nor Mercyhurst can apparently fill one or the other type group on its own, but with the merging, they can get one group of each with at least four members).

c. At least two mentors will lead each of the two groups. We had a long and useful discussion about selecting mentors with the kind of assets/talents proven (in our program) important to success.

d. How, and if, mentors will be compensated is yet to be decided. I discussed the various issues, advantages and disadvantanges, entailed in both the voluntary and compensated models from my experience in FAP and the FIPSE dissemination project.
If they go with volunteer mentors, they will most likely use recent Ph.D.s or Ed.D.s, at the assistant professor level. I, of course, referred them to (fairly) nearby Edinboro and Dean Philip Kerstetter for consultation on that format. Edinboro has been very instructive for our project, since they introduced three new elements (not present in the CUNY FAP program) into their program: 1. predissertation faculty groups;
2. a triad level, with one mentor, and one or two menteess; 3. voluntary mentoring.

It is interesting to note the interactive and reciprocal results of conducting both the FAP and the FIPSE dissemination project: following Edinboro's (and to a lesser extent Monmouth's) use of junior Ph.D. and Ed.D faculty as mentors, I am seriously considering using one or two of our outstanding FAP mentees as mentors in our FAP program (perhaps paired with a senior mentor for the first term as co-leader) in our next round of groups. The argument that recent Ph.D.s are a powerful positive role model for their struggling ABD colleagues is persuasive.

e. Gannon/Mercyhurst will keep us apprised of developments on their campuses. I made it clear to them that I am available for telephone consulations as they mount their groups and start up; further, assuming the groups are successfully started, I will revisit them in April to attend sessions of their groups, and then give feedback and consultation to mentors, mentees and administrators on campus.

f. I received letters in December, 1992 from both Gannon and Merychurst deans thanking me for my presentation and looking forward to my revisit in Spring, 1993.

January, 1993.

There was no activity on the grant during January, since all the institutions with whom we were dealing were on intercession.

February, 1993.

a. Dr. Finkelstein was contacted twice in February about demonstrations at Seton Hall and/or Rutgers. Although still committed to inviting us, he informed us that he would not be able to plan specifics until at least March 15, after a planning/funding meeting in Trenton about his MAC program. We are thus awaiting his communication, hopefully for one or two presentations and followups in April-June.

b. Dr. Cooper tried three times to contact the new dean in charge of faculty development at Framingham State College, without success. Although this visit is not dead, it becomes more and more doubtful. No doubt, having a new person to make the decisions on arrangements or programs planned by a predecessor is at least partly responsible for the doubt in our prospects. Recall, we had communicated repeatedly with this administration throughout the second half of 1992, with their continuing assurances of interest, combined at the same time with postponements.

c. I am planning to contact both Gannon and Mercyhurst by early March, hopefully to plan a second visit to them in April.

d. I will also contact Edinboro about a 3rd visit, since, as I have noted earlier in this log, they have a large and successful program, which merits another on-site consultation to insure their groups continue through 1993 and hopefully into future years.

March, 1993.

a. On March 1st, I spoke with Professor William Doan, Director of the Faculty Enhancement Project at Gannon University, to whom (along with Mercyhurst College) I had made a presentation in December, 1992 (see above in log). He informed me that despite considerable efforts, which included making multiple taped copies of my workshop and sending them to various deans, he was not getting commitments from mentees, which had seemed forthcoming in December, 1992. He informed me that Gannon had just completed a difficult and sometimes bitter merger with a sister college, and that junior faculty, particularly were demoralized. I plan to call Dr. McQuillen at Mercyhurst re prospects there, but the problem is that McMillen only had two or three prospective participants whom he had hoped to group together with what everyone thought was the larger Gannon contingent. At this point, prospects look uncertain to poor about their starting, anytime reasonably soon, a group for me to revisit.

Professor Doan is sending me a letter this week updating the unfavorable, and unexpected, turn of events. Over and over again in our contacts the theme of institutions having little interest in junior undoctored faculty at this time of economic squeeze surfaces.

b. On March 11, Dr. Phillip Kerstetter, Dean of the Graduate School at Edinboro University, invited me for a third visit to monitor and consult with Edinboro's large faculty dissertation completion program. There will be a general meeting of all groups and then some small groups on Tuesday, April 6, 1993. I will attend these and also meet with Dr. Kerstetter about his experiences with the Edinboro two-phase program (pre ABD and ABD mentor-mentee triads, discussed above). Dr. Kerstetter is sending me a formal letter of invitation and a program for the meeting.

I feel justified in revisiting Edinboro a second time since its program is perhaps our one major success to this point, and I want to help make sure it continues beyond 1993. I also want to probe with Edinboro participants and administrators the reasons for its success as compared with less favorable outcomes with other hosts, so I can include this material in my evaluation section of the final FIPSE report. Such comparative evaluative data is precisely, as I understand it, precisely what FIPSE is looking for. Edinboro is going to be my model success case, and I am going to extract success-creating elements from it, elements that managed to outweigh cutback and retrenchment obstacles at colleges and universities, including Edinboro. Why did Edinboro manage to succeed? I'll also compare and contrast Edinboro's program with our own successful FAP program.

c. On March 22, I wrote memos to both Dr. Robert Carter and to Dr. Elliott of FIPSE, justifying my reasons for a third trip to Edinboro.

d. As of March 22, we had not received word from Dr. Martin Finkelstein of the NJ Institute for Collegiate Teaching, although he was supposed to have contacted us about presentations in New Jersey by March 15. However, we believe after-storm conditions in New Jersey in the last 10 days may have delayed his talks with the appropriate state funding agencies. Dr. Cooper is attempting to contact him this week.

e. On March 30, I spoke with Professor Casey Jordan, a sociology instructor at Western Connecticut College in Danbury, and an adjunct professor at John Jay College. She informed me that there may well be interest in our project at Western Connecticut. She is pursuing this possibility with her dean, and will get back to me in a matter of weeks about a visit in April, or early May. Her teles: 212 237 8659, John Jay; 203 797 4480, West Conn office; 203 354 6361, home.

April, 1993.

a. On April 6th I had a very productive meeting with the Edinboro Terminal Degree Completion Program. After the general meeting with mentors and participants I had a separate extended conference with the Executive Committee of the Program, consisting of Dr. Shirley Stennis Williams, Dean of Education, Dr. Philip Kerstetter Dean of the Graduate School, and Dr. Donald Dilmore, Director of Libraries. During that second meeting I probed the Committee re various aspects of their program.

The general meeting, their last of the term, had three parts. First, a history professor spoke on writing articles and/or a book based on the dissertation. Second, I followed with a talk on our FIPSE experiences at other institutions, the current status of our CUNY FAP program, noting creative innovations that Edinboro had made to our original format (to be discussed below), and some followup to the history professor's talk. Finally, several of the Edinboro triads reported on their progress to date. Although no one has yet finished the dissertation, two people are very near completion.

What follows is a summary of my notes made during my conference with the Deans and the director of libraries:

1. In the first year of the program 19 faculty mentees and 15 faculty mentors participated in the doctorate/dissertation completion program. Of the total of 39 faculty, there were 11 dyads (one mentor/one mentee) and 4 triads (1 mentor/2 mentees). The triads/dyads meet twice a month; all members of the program meet once a month. Most of the small groups are pre-ABD groups, although some are indeed dissertation writing units.

2. The committee assured me that they plan to continue the program into the next academic year, making certain changes, including more structure, based on their intial year's experiences and results. They are distributing an evaluation and questionnaire to all participants in a few weeks, and will then write a report on the program based on that data. Changes will also be made in accordance with the results of that survey. I will be sent a copy of that report by early June.

3. Dr. Stennis Williams assured me that Edinboro, enthused by our example and its own successfully developing project would be willing to conduct a workshop for other insitutions in their area. I had specifically in mind assisting Gannon and Mercyhurst (in Erie, Pa.) in a second try (following my presentation in December, 1992, which disappointingly did not lead to groups being formed: see Professor Doan's letter) should they succeed in getting a critical mass together for a group or two. If this were to happen, then dissemination would have reached another plateau, where a host carries the news to a third or fourth institution.

4. Here is a summary of responses to a set of direct questions I asked the committee:

a. What have been the most successful aspects of the program?

1. gave participants a sense help was available from colleagues in finishing.

2. participants liked the strong presence and availability of the three senior administrators in the monthly meetings and for individual advice to candidates.

3. mentors were very helpful in keeping mentees on track or, in one or two cases, helping mentees shift from from program to another (e.g., from Nova to Buffalo).

4. director of the libraries gave hands-on help re Edinboro's library sources/reasearch for dissertations.

b. What was disappointing about the first year of the program?

1. difficulty in finding an optimum time when all participants could make the large monthly meeting.

2. attendance at large meeting was down during the Spring, 1993 semester.

c. What elements of the program might you change in the 2nd year?

1. more structure.

2. maybe bringing in science and technology candidates.

3. getting a grant to bring consultants like me for more frequent help.

d. Has not compensating the mentors and/or not giving mentees released teaching time weakened the program?

1. too soon to know.

2. Dr. Kerstetter feels collegiality encompasses mentoring junior colleagues without pay.

3. Kerstetter also points out that high ratio of mentors to mentees makes loss of a mentor, for one reason or another, less crucial than in a program like CUNY's.

4. sees main role of mentors in helping mentees to get good official committees, rather than help with nuts-and-bolts of entire thesis; this approach also is quite different from ours.

e. What did Edinboro derive most importantly from our dissemination project?

1. idea of being part of something larger than just an Edinboro program, part of a new support intiative on several campuses.

2. a great intial impetus due to the enthusiasm and competence the FIPSE mentors displayed at the May, 1992 workshop.

3. continued support and encouragement from two more spirited visits from the FIPSE project mentors and Principal Investigator.

4. showing that such a program can get dramatic results with our own CUNY FAP success.

5. comparing notes with the CUNY program, and getting a sense that some of their changes and adaptations were being incorporated in our dissemination presentations to other institutions as valuable amended approaches in a dissertation completion program.

5. Here are the key changes (from our CUNY model) that Edinboro has instituted in tailoring a dissertation/doctorate completion program for faculty to their specific needs (the implications of which are to be discussed in my final report):

a. no pay to mentors and no released teaching time to mentees.
b. using recent Ph.D.s and Ed.D.s as mentors as opposed to CUNY's use of senior long-time Ph.D. and Ed. D. faculty.
c. formation of pre-ABD and ABD groups.
d. creation of mentor-mentee dyads and triads, largely substituting for our one-mentor/4-6 mentee groups.
e. monthly general meetings of the entire program membership, where special topics (e.g., use of library resources in dissertation-writing or the "testimony" by a recent faculty Ed.D. of her experience) are presented and triads dyads report on their progress.
f. personal ongoing presence and participation of senior administrators at meetings and even with individual mentees.

b. On April 13, Dr. Cooper spoke with Dr. Finkelstein at Seton Hall re our contemplated dissemination for his MAC program in New Jersey. He continues to anticipate funding for that program related to dissertation completion groups. He now believes that we will be invited to give a workshop in May or June. He is sending me a letter shortly outlining the time frame. We may have to seek extension of some of the FIPSE funds into the fall to provide for revisits.

c. On April 14, Dr. Martin Finkelstein, Director of the New Jersey Institute for Collegiate Teaching and Learning, wrote me re a probable presentation in New Jersey for his MAC ABDs this summer (letter in file).

d. On April 27, Casey Jordan informed me that she had met with the President of Western Connecticut College and the dean of her business school division, both of whom expressed interest in our program for faculty ABDs. On May 5th she will meet with Vice President Steinkrauss, hopefully to arrange a date for us to visit Danbury in May or June.

May, 1993.

1. Vice President Dr. Philip Steinkrauss of Western Connecticut College, first invited us to to conduct a workshop for 30 administrators, faculty and participants on May 25th, then changed to May 26th, then canceled/postponed until the fall, 1993, stating that the President told him key personnel would be gone by the meeting date, and that the funding source for the program was not yet clarified. We were very dissapointed, particularly since so many calls were involved in orienting Steinkrauss and then arranging a date.

This case is the third where a key administrator has arranged a firm date only to be overruled by somebody even closer to the top (or at the very top). The other two were Oswego State and Framingham State. It seems very important to get as close to the top as possible right from the beginning contacts and reaching the decision-maker to avoid time wasting and abrupt changes of mind, but of course since we are outsiders locating the key person in a particular college's command structure to which we are not privy makes this usually impossible.

2. On May 18, I wrote Dr. Odus Elliott requesting the procedure for using current funds in the fall for prospective disseminations to Western Connecticut College and campuses in New Jersey connected with Dr. Finkelstein's MAC program.

June, 1993.

1. I received a letter, dated June 3, 1993, from Dr. Steinkrauss, Vice President for Academic Affairs at Western Connecticut College, Danbury, formally inviting us to give a workshop on campus in the early fall, although a specific date has not yet been sent. This news was particularly gratifying in light of the long and uncertain preceding negotiations with WSCU. The letter was forwarded to Dr. Elliott, to be filed with Dr. Finkelstein's letter re requesting our services at the New Jersey Institute in the fall.

2. Dr. Cooper called Dr. Kerstetter, Dean of Graduate Studies at Edinboro, requesting a report on their dissertation completion program, which Kerstetter said a committee would have produced by early June, a copy of which he promised to send me. As of June 30, no report has yet been received.

3. I sent a letter (June 23) to Steve Galiotto, Department of Education, Grants and Contracts, formally requesting an extension of our FIPSE funds through January 31, 1993. (figures were included for workshops and revisits with two mentors to New Jersey and WCC). A copy was also sent to Dr. Carter and to Dr. Elliott, who recommended to Galiotto (per our telephone conversation) that the funds be extended, given my reasons re unforseen delays on visits. As of June 30, no reply had been received.

4. Dr. Shirley Stennis-Williams of Edinboro sent me the university's report on the first year of the Terminal (doctoral) Degree Completion program, which we were instrumental in instituting (see her accompanying letter of acknowledgment re our contribution). This comprehensive report will prove valuable in my final report, espeically since, to date, Edinboro has been our singular success in disseminating.

July, 1993.

1. I wrote to Dr. Elliott (July 7) asking him to advise me how an extension of funds for one term might affect the date of my final report. I also requested instruction materials from FIPSE re the final report (per Dora Marcus) Even if he indicates the report might be postponed, I plan to do most of it in July and August.

2. In early July, we received word that our grant had been extended until January 31, 1993. Pending word from Dr. Elliott re the deadline for the final report, I now have decided to write it after January 31, 1994 (CUNY is giving me 3 hours released time next Spring for this purpose and perhaps writing an article on the grant experience).

3. In early July, Vice President Steinkrauss reconfirmed that Western Connecticut College would host a dissertation completion workshop in late September, 1993. He has designated Ms. Ruth Corbett, Director of Research and Grants to coordinate WCC's
end of the program: recruiting potential mentors, mentees and relevant administrators. She will contact me, presumably over the summer. Her telephone: 203 797 4386.

4. John Cooper again attempted to firm up a workshop date with Dr. Finkelstein's New Jersey Institute, but we have not yet been able directly to talk with him, since he is on summer leave. His deputy, however, is expected to contact us shortly.

5. Ruth Corbett of WCC called me in middle July, and we have arranged for a workshop to be conducted at WCC on Sept 24th. John Cooper will accompany me on this dissemination visit. Ms. Corbett will call us in August re the number of participants to allow us in preparing materials to distribute.

6. I wrote Dr. Elliott, thanking him for his support in our grant extension, and also inquiring whether the final report due date is now 90 days from the new January 31, 1994 termination date.

August, 1993.

1. On August 21, Nina Jemmott, Assistant Director of the New Jersey Institute (201 761 9704) invited me and Dr. Cooper to give a dissertation completion group workshop at Seton Hall on September 14. She is sending me a formal letter of invitation. Martha Stassen, another administrator from the Institute, will also be in attendance. Dr. Finkelstein, the Director, is on research leave, so I expect to conduct my work with Dr. Jemmott and Ms. Stassen.

September, 1993.

1. Dr. Jemmott postponed our demonstration at Seton Hall until October, when she will have convened a group of ABDs from the MAC program for our dissertation-completion workshop.

2. Dr. Cooper and I will give a workshop at Western Connecticut State University in Danbury Connecticut on September 24. In attendance will be 35 potential mentees, mentors, the President, Vice President for Academic Affairs, several deans, and the chairs of a number of departments. As per our custom Dr. Cooper and I prepared program materials for the attenders and sent them toWCSU, requesting participants to
read them in preparation for the conference. (see two letters of arrangement and invitation from Ms. Ruth Corbett).

3. I received a call from Dr. Joanne Mood, vice president of the New England Board of Higher Education: 45 Temple Place, Boston MA 02111, tele: 617 357 9620, 617 232 4630; fax: 617 338 1577. She had learned of our project from FIPSE, and is interested, but vague, about starting some kind of dissertation completion program at one or more private and/or public colleges in New England. She said she would call me back shortly. I am sending her some information on both our CUNY FAP program and the FIPSE project.

4. On September 24, Dr. Cooper and I conducted a workshop at WCSU from 10:00 - 2:30 PM, with about 25 faculty and administrators in attendance. About 9 prospective mentees and 6 mentors were present, the rest being administrators and deans. As we often do, we altered our original program to suit the needs and interests of a specific campus audience and role-played two different dissertation presenters, using the attenders as a large groups as a whole (we sat around a horseshoe shaped table). After lunch, rather than breaking up into groups of mentors and mentees, each addressed by either Dr. Cooper or myself, we continued the discussion in one group, with issues raised by the demonstration. We effectively covered, I think, the afternoon subjects, albeit in an altered forum.

The session went quite well, although feedback from evaluations indicates that we spent too much time in overviews of our own CUNY program and the FIPSE project, time that attenders felt could have been better used in extending the length of the demonstration session per se. I always have felt that a background to why we are there is a very important foundation-laying for the demonstration segment, but apparently most of these attenders (feedback from other campuses was more favorable about the value of rather extensive overview) wanted to get right down to business.

A suggestion I would have for other disseminators is that faculty and administrators are very busy people, who get impatient with discussion they see as "academic." This "time is money" attitude is not, in my view, the kind of contemplative atmosphere or mood most appropriate in an ideal academic setting, but there is a (lamentable) reality to it that has to be recognized.

Although the reception was generally positive (there are always one or two cynics or naysayers who show up to push their own agenda), a number of the serious attenders were concerned with an issue that has surfaced about the grant at several other campuses: the limited additional consultation and/or training we could offer. Essentially our workshop is designed to show a campus how to get started with a dissertation completion group. But although we always distribute materials which guide mentors, we are personally not there sitting in on their groups with the new mentors to supervise and consult. Our one (occasionally 2) revisit can hardly substitute for the ongoing training that I undertook with the 12 CUNY mentors who spent a term observing me and/or earlier recruited mentors leading groups, plus biweekly discussions of those groups, before going off to lead their own group (even then, I co-led the groups for the first term).

WCSU will now try to strike while the iron is hot to get one or two groups up and running, but they continue to discuss how to and/or whether to (have they the funds to budget their groups?) compensate mentees (released time) and mentors (released time or extra pay). I expect to hear from them shortly re developments. They realize that a revisit to them must take place before January 31, 1994, when our extension runs out.

Once again, the two major lacunae in what our grant allowed us to provide emerged as issues at Western Connecticut:

1. no provision for ongoing training of the mentors;

2. no seed money for supporting or partially supporting the first term or year of a campus' new dissertation program.

To the extent that campuses which we visited failed to launch and/or sustain a dissertation completion program, both of the above (especially, interestingly the first) loom large as an explanation.

Beyond these two factors, is the general backdrop of campuses not holding junior faculty advancement as anywhere near a high priority (junior people were always low priority even in flusher economic times) no matter how much lip service and faculty development (a.k.a., enrichment) programs, committees and "working groups" exist.

I have come to realize that CUNY's commitment to junior faculty advancement is probably sui generis in the nation because such a relatively large number of junior people are minorities (whatever the exact % of minority faculty as a whole at CUNY it is probably 10 or more times the 2-3%s reported for campuses like Yale, Harvard, Princeton, etc.

All of the above issues will be elaborated in the final report to FIPSE.

December, 1993.

1. On December 15, I revisited Western Connecticut State University to offer a startup training session to several mentors and administrators. Present along with the mentors were Ruth Corbett, Director of Grants and Research and Dr. Walter Bernstein, Dean of Professional Studies. We had an intense 3-4 hour discussion of a range of issues that come up in the dissertation groups as they develop. Western Connecticut intends to start up two groups, one of them a pre-ABD group, in the spring or early summer of 1994. I invited several of their mentors to attend our FAP groups in the spring of 1994. I also offered to revisit them after the dissertation groups were up and running for another consultation with the mentors.

January and February, 1994.

Because of funding delays and multiple storms over seven or eight weeks, we twice had to cancel workshops scheduled to be given at the New Jersey Institute for Collegiate Teaching and Learning (Seton Hall) to the MAC fellows and prospective mentors. The FIPSE grant terminated on January 31st, but we are rescheduling for March, when the weather breaks.

March, 1994.

1. Dr. Cooper and I gave a dissertation completion workshop to the Minority Academic Careers (MAC) Fellows on March 3, 1994 at the New Jersey Institute for Collegiate Teaching and Learning, affiliated with Seton Hall University, New Jersey.

Although the Assistant Director of the Institute, Dr. Nina Jemmott, had indicated to us that some 15 prospective mentees would be present, as well as some administrators from the Institute, we were very dissapointed with a turnout of Dr. Jemmott, three fellows, one woman and two men, writing dissertations on musicology (Rutgers), Biblical studies (Drew University), and West African architecture (Princeton).

In any event, we arranged a followup meeting with the MAC fellows and mentors, whom Dr. Jemmott is appointing, within the next month. I might add that I and Dr. Cooper are doing this dissemination work on our own time, since the grant ended January 31, 1994. Two earlier workshops had been cancelled, one due to administrative problems the Institute was experiencing with MAC funds from the State of New Jersey, the other due to a bad storm.

Given the sparce attendance, we conducted a somewhat abbreviated version of the workshop, distributed materials and discussed dissertation writing with the small audience.

For this investigator, this small turnout, following postponed earlier workshops, echoed similar experiences, discussed in this log, with other institutions, and further confirmed his conviction that organizing viable dissertation workshops for junior faculty ABDs, albeit a promising idea to which much lip service is given, is in reality an uphill battle, for which minimum support (particularly budget-wise) and motivation within institutions exists in the mid 1990s.

2. On March 22nd, Ruth Corbett, Director of Grants of Western Connecticut State University, called to confirm that mentors were being sent to observe our Faculty Advancement Program dissertation groups on April 5th and April 7th. One of the mentors has received released time this term to develop their program, so I assume that the college is serious about starting a program in the summer.

CITY UNIVERSITY OF NEW YORK

Disseminating a Successful Faculty Development Program for Dissertation Completion

In an effort to provide advancement opportunities to junior faculty, The City University of New York established the Faculty Advancement Program during the 1988-89 academic year. The purpose of the program is to provide assistance to faculty who have completed all of the requirements for the doctoral degree except the dissertation. These junior faculty, many of whom are women and minority group members, are doctoral candidates at a dozen different universities. The program is sponsored by the City University's Office of Faculty and Staff Relations and is directed by Dr. David Sternberg of the John Jay College of Criminal Justice, an authority on dissertation writing.

Program participants are given some released time to attend regularly scheduled seminars for two semesters, plus a summer. The seminars are led by specially selected senior faculty members from various disciplines. Program mentors do not substitute for the participants' official dissertation advisers; rather the Program's goal is to facilitate the participants' successful compliance with the requirements of their advisers and dissertation committee members. We do not challenge their authority. Among the reasons for the program's success are: 1) regular reading of dissertation material and feedback by all members of the group; 2) frequent individual meetings with seminar leaders for counseling and support; 3) breakdown of the isolation that often accompanies dissertation writing; and 4) peer pressure to write to meet seminar deadlines. As of April, 1992, 17 participants had earned their doctoral degrees; most other participants had made substantial progress.

With support from FIPSE, we disseminated our program during the first year of the project at three campuses (Monmouth College, New Jersey; Mercy College, New York; Edinboro University, Pennsylvania) to a total of six institutions, since one conference, hosted by one institution (Edinboro), was attended by representatives from three additional local colleges located in Erie, Pennsylvania. All workshops were specially tailored for the needs of particular institutions. To prepare faculty for our presentations, we sent workshop packages of materials ahead to all attenders. Each major presentation was conducted by a team of three mentors, including the project director, Dr. Sternberg. The workshops focused on the selection and training of mentors, selection of participants, and featured a simulated dissertation completion group session, where host faculty participated as group members along with the FIPSE team. The group session vehicle was, judging by the feedback from evaluation questionnaires completed by all attenders, an engaging and effective method both for giving attenders a feel for the process of the dissertation completion program and for generating a range of issues (to which the City University mentors attended) confronted in instituting such a program. In the afternoon segment of the workshops, from which dissertation-writing faculty were excused, the FIPSE mentors met with prospective mentors and administrators to discuss program development from the point of view of group leaders and administrators.

A follow-up visit was made to the first campus we visited (Monmouth) to provide further support and assistance for implementing their program. Follow-up visits are scheduled in the Fall, 1992 to the other campuses. Three additional institutions (Framingham State College, Massachusetts; Oswego State College of SUNY, New York; and the University of Hartford, Connecticut) are probable sites for presentations in the Fall. Considerable written materials providing the essentials for instituting a successful program have already been developed by the project director and several mentors in the first year, and will be further elaborated in the second, final year.

WANTED: Identification of additional institutions in the Northeast interested in establishing such a program and in hosting a presentation.

David Sternberg
City University of New York
Affirmative Action Office
535 East 80th Street
New York, NY 10021

Tel: (212) 237-8669

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FIPSE PRESENTATION OF FACULTY DISSERTATION COMPLETION PROGRAM AT WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, Conn., Friday, September 24, 1993, 10AM - 2:00 PM.

1. Introductions:

a. WCSU Administrators, Deans, Chairs and Faculty.

b. City University of New York's Faculty Advancement Program (FAP) mentors: Dr. David Sternberg, Professor of Sociology, John Jay College of Criminal Justice, Principal Investigator, FIPSE Project and Head Mentor, City University Faculty Advancement Program; Dr. John Cooper, Professor of African-American Studies and Assistant Director of McNair Fellowship Program, John Jay College, and mentor in CUNY FAP and FIPSE Project.

2. Dr. Sternberg's brief overview of FAP Program (history, general scheme of program, success to date, mentors' role) and FIPSE Project, followed by questions from attenders -- addressed by Dr. Sternberg and Dr. Cooper.

3. A demonstration dissertation completion group,with FAP team, WCSU administrators, deans, chairs, mentees and mentors participating. Dissertation materials to be used are enclosed in your workshop packages. Please read them before the workshop. You are encouraged to make notes on the two enclosed sample states of dissertation to be used in the group presentation, as some of you (volunteers) will be participating in the group(s).

4. Discussion and questions about the demonstration group with Dr. Sternberg,
Dr. Cooper, and all conference attenders.

5. LUNCH (approx. 12:15--12:45 P.M.)

6. Dr. Cooper meets with <u>faculty mentees</u> further to discuss and describe membership and participation in a dissertation completion group.

Dr. Sternberg meet with <u>faculty mentors, administrators, deans, chairs</u> to discuss:

a. the group dynamics of dissertation completion groups, including key issues and
problems that emerge.
b. important qualities and responsibilities for mentors in facilitating a dissertation
completion group.

Protocol Guidelines for CUNY Dissertation Seminars

We have one goal in the dissertation seminars: to get dissertations finished. Over the course of several semesters' seminar experience we have evolved certain rules of procedure which we believe are necessary to and effective in best using the dissertation group to finish members' projects. Please review the guidelines on a regular basis during your term(s) in the program.

A. Instrumental Norms: task-efficient guidelines

1. Be punctual. When members come late valuable time is lost in getting the new arrivals current with what transpired prior to their appearance.

2. Attend all sessions. The biweekly format means that if you miss a group, there is a gap of one month between meetings attended. If you cannot attend, notify your mentor as early as possible.

3. Distribute copies of all materials you will be presenting to all mentees and mentors at the meeting prior to your presentation. If that cannot be done, mail your manuscript to everybody at least 10 days prior to your presenting session to give all colleagues at least one week to read and critique. Unless notified or requested otherwise, mail to home addresses. If necessary in order to have materials arrive in adequate time, please use an overnight mail service such as Federal Express.

4. Read other mentees' materials diligently and completely. Make notes and comments directly on your copy and give it to the presenter at the end of the session. Some members have also provided separate sheets of commentary, which has proved additionally helpful.

5. Presenters should notify the other seminar members in advance as to what he/she wants readers particularly to look for in materials.

6. Never bring a newer version of the draft undergoing critique during the preceding two weeks or ten days to a seminar and request that members read it on the spot. Presumably all members will have devoted time and attention to the draft they had been given, and have the right to expect that said document will be the one upon which they will give feedback. New material will not be accepted by your mentor at the time of presentation.

7. Generally no presenting time should be taken up with an introduction by the presenters to his/her materials, since all presumably have read the manuscript and are ready with commentary.

8. Give feedback and critique in rotation, rather than crisscrossing, which interrupts the development of key critical themes by one mentee, and can do a disservice to the presenter. If you have something similar to note, wait your turn. In any case, you will most likely have written it on the document. Incidentally, rotation is the way most dissertation defenses operate, at least for the first segment, so that this format will be valuable "anticipatory socialization" for proposal hearings and defenses.

9. Normally mentees will give their feedback first, followed by the mentor (s), who serve to facilitate and to "anchor."

10. Don't respond to individual critiques until all have had their turn. If

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time is left after a full go-around, then you can explore particular feedback with one or another colleague.

11. Remember you are not obligated to accept and/or incorporate all feedback from other group members in your document. Select what is useful and take the rest with an intellectual grain of salt. If virtually everyone in the group makes a similar point, it's certainly advisable to take it seriously.

12. Use your critique and feedback time for the presenter's "big ticket items," not smaller points like occasional lapses of grammar, typos or spelling (unless a pattern of such problems is apparent), which can be amended directly on the written material.

13. All groups have used some variation of a major/minor presentation format for any given session (whether one or two major presentations can fit into a two-hour session is an ongoing issue). It seems best that minor presentations, oral progress reports, announcements by the mentors and distribution of materials for the next session precede the major presentation. In this way the main presenter will have the remainder of the session rather than being cut off at some arbitrary point to turn to minor presentations.

14. Avoid subgroup conversations! Our whole process and dynamic is entire-group oriented. All remarks should be directed to the presenter and/or all other members of the group.

B. Expressive Guidelines: to maintain emotionally supportive group climate

1. Give your whole attention to others when they are presenting their materials! This cannot be overstated. Ultimately one discovers that helping the other person with her project helps his/her own as well.

2. We must keep the tone of our comments constructive and positive, even if their import is sometimes quite critical. There is no better way to sink a person's dissertation than putting his/her work down. Our seminar is a cooperative, not a competitive enterprise. In a very profound sense the success of each depends on the group's success as a whole.

3. Keep the main focus on the intellectual content of our dissertations. It is true that "hidden agendas" often have to be uncovered if they are impeding progress. But we are not doing group psychotherapy, for which we are not licensed in any case.

4. Don't judge the seminar (yourself, the leader, fellow/sister members) by one or two sessions -- positively or negatively. The nature of the dissertation process is slow increments, with occasional breakthroughs or regressions.

5. Focus on other persons' dissertations, not on their personalities, politics or ideologies. Even if you don't much like others theses, you're in the seminar to help them get it said forcefully and clearly enough to pass their dissertation committee. You, in turn have the right to expect the same treatment from them.

6. Politics should only come into our discussions if they are affecting somebody's getting his/her degree (e.g., racism, sexism). Old dissertation maxim: "too much politics, no dissertation."

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7. What goes on in our meetings stays among us. Although we don't legally qualify for "privileged communications," it is clearly in our mutual interests generally to regard our group conversations as private. Trust is an important element in building an effective dissertation support group. It is especially vital where certain members teach in the same college.

8. The mentors are not going to write your dissertation for you, even if they could! What they will do is provide a group (and sometimes individual) atmosphere of support and encouragement. But there is no getting around the fact that the basic drive and impetus has to come from you in this difficult project.

We wish you to be aware how seriously we take the dissertation completion program, and require that you approach it with the same attitude. For many it is the last great hope for finishing an enterprise that has been repeatedly delayed or deferred. CUNY is conferring an important and unusual benefit sponsoring this program for faculty. To that end, repeated failure to abide by the above guidelines, and the consequent disruption to the progress of other members of your group, could result in the request that a mentee withdraw from the program.

David Sternberg, Ph.D.
Head Mentor
1991

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STATE OF THE DISSERTATION

1. I have been working on my dissertation topic actively for approximately two and one-half years. My dissertation proposal was approved in Spring 1986. Progress was delayed due to difficulty in securing permission from the appropriate agency to conduct the study, a pregnancy with medical difficulties and working full-time as a substitue lecturer at BMCC.

2. The topic of my dissertation is Group Relations and Sexual Integration in the New York City Fire Department. The topic was chosen because it is controversial, especially to fire fighters, and is reflective of social change. The study of same and mixed-sex work groups in a natural setting would be possible, thereby providing important information on work groups. Lastly, I felt it was researchable and the findings would be a contribution to the field of group research.

3. The focus of this study is group cohesion, social support and job satisfaction among New York City Fire Fighters. Gender stereotypes may influence the perceptions male fire fighters hold of themselves and their co-workers, as well as the psychological climate in their work environment.

   The integration of women into the New York City Fire Department, as active fire fighters, provides the opportunity to explore and to document perceptions held by members of same sex and mixed-sex work groups.

   The primary independent variable to be studied is the presence or absence of women in New York City Fire Companies. The independent

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variables to be invesigated are group cohesion (Yukelson, et al, 1984), and job satisfaction.

It is hypothesized that all male fire companies, in comparison to mixed-sex fire companies, will report a higher level of group cohesion, perceived social support, and express greater job satisfaction.

4. The principal research method proposed is a field survey to be mailed to fire fighters assigned to a sample of fire companies located in the five Boroughs of New York City. These fire companies will be selected based on the closeness of match to a set of pre-determined variables in order to assess comparability. Both same sex and mixed-sex fire companies, single and double fire companies will be included in the sample.

5. My history of enrollment in the doctoral program in psychology at SUSB spans eighteen years. During this time, I was out of residence for several years, experienced the disbandment of a dissertation committee, demoralization, a lack of focus on a topic, marriage, the birth of a child, the formation of a second dissertation committee, work, birth of a second child. In spite of all the above, I have neither been able to walk away from this unaccomplished goal, nor have I been able to overcome these obstacles which hinder my completion of the dissertation.

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STATE OF MY DISSERTATION

1 . The history and dates of my involvement in the doctoral program.

I started the program of studies at New York University in the Fall of 1983. I completed my last course in the Fall of 1986. I have two courses that I have not completed because they are dissertation seminars. When I have finished my proposal and submitted it to the University these courses will be finished. I completed my course work in three years and for the next three years I was occupied with two dissertation false starts and personal matters.

2. My dissertation topic and the reason for selection.

I have been working for approximately five months on my topic. During this period I have spent most of my time in the library doing the literature search. I have also interviewed many people with AIDS (PWA), organization that deal with PWAs like the Gay Men's Health Clinic and Columbia Presbyterian Hospital, and several doctors and experts in the field. The title for the dissertation will be: The effects of Physical Exercise on Self-Concept of Adult Men with Acquired Immune Deficiency Syndrome (AIDS).

The reason I have chosen this topic is because I think physical exercise and movement make a difference in everyone's life and especially for the disabled. Approximately fourteen years ago I started working with the disabled. At that time I organized a sports skill program at Lehman College where approximately twelve mentally retarded men and women came and participated in physical activity. Today that program is still

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active. I now have one hundred and fifty mentally retarded individuals registered and participating once a week in six different skill areas.

My work in the area of physical education and with the mentally retarded has taught me that physical movement is important for more than just the physical benefits. I have come to understand that there can be psychological as well as physiological benefits in participating in a physical activity or movement program, especially when you don't think you are able to participate. The mentally retarded grow up in a world that is difficult for them. They learn early that failure is the expected. They also learn, because they are disabled, society thinks less of them.

The physically disabled have many of the same problems that the mentally retarded have. Many who have chronic problems learn early that, even though they are not all that different from the average person, they are still thought by society to be different and inferior. This truth is even more shocking for the recently disabled individual.

Many disabled have difficulty overcoming obstacles, especially physical ones. Much of their difficulty overcoming obstacles comes, not only from their actual inability, but from their perceived inabilities. In actuality, the disabled may be able to do many of the things they don't think they can do. Thus, many disabled restrict themselves because they underestimate their abilities. The disabled person's perceived inability comes from their own personal experience of failure, society's low

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expectations, and society's low image of the disabled. The disabled person's actual or perceived inability may have the effect of lowering self-concept or self-esteem.

Two years ago I started working with people with Acquired Immune Deficiency Syndrome (AIDS). Weekly I would go down to the Gay Men's Health Crises and develop physical training programs for the people with AIDS (PWA). I realized that PWAs shared many of the same problems with the physically and mentally retarded.

There is a growing body of literature that shows that PWAs go through tremendous changes both physiologically and psychologically. The physiological changes occur later as the disease progresses and the bodies immune system grows weaker.

The psychological changes take place immediately after diagnosis. There may be no overt signs that the person is sick, but the person may become preoccupied with real or imagined sickness. The person may become panicked by the development of night sweats, swollen glands, weight loss or other symptoms that could be related to being HIV positive.

Even without physical signs that may identify them as PWAs, they still may see themselves as a diseased outcast from society. This feeling may be reinforced by the fact that family, friends and others may ostracize them for fear of contracting the disease or because they may not want to be identified with a socially stigmatized group. Aside from the fact that PWAs have a disease that frightens people in general, diagnosis may cause shame for the PWA and those associated with the PWA, because it confirms to society that the PWA is homosexual and/or a drug user.

Diagnosis can cause the PWA to isolate. This can come from

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actual or perceived experiences that cause the PWA to withdraw, become depressed and can make the PWA feel emotionally empty, worthless, physically fatigued and sexually void.

The PWA may feel that he/she is unable to do physical things because it will stress and compromise his/her immune system. The PWA may actually be very weak and feel that he/she does not have the capacity to do physical activities even though they may want to. In actuality the weakness may be a result of chronic inactivity rather than from AIDS.

As I worked with the AIDS population, helping them to rediscover and to get back in touch with their bodies through fitness exercises geared to their individual needs, I found that they started to feel much better about themselves. It seemed from my observations that their self-concept and self-esteem improved. They gained self confidence in their ability to do exercise which generalized into other areas. Many started to accept themselves and their disease and to become more social.

As a result of empirical evidence I believe that those that are active in formal or informal physical activity programs feel better about themselves and will have a better self-concept.

3. Statement of the basic themes of my dissertation.

My dissertation will look at the effect that participation in physical activities programs has on the self-concept of gay men with AIDS. My literature search so far indicates that there is a positive relationship between self-concept and exercise for the disabled. People with AIDS are disabled and from my work with them, there is indication that exercise and movement are a

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positive factor in self-concept.

4. The principal research methods to be employed.

At this point in my research I am still in the process of defining my research method. However, I believe the principal research method will be survey and the survey tool will be the Tennessee Self-concept Scale by W. H. Fitts. There are some interesting question that I would like to ask. Do PWAs exercise and what type of exercise do they do? Does their progression along the disease continuum from HIV positive to full AIDS effect the amount of exercise they do? Do they feel physiologically and/or psychologically better as a result of doing the exercise? Do they feel better about themselves? Has the fact that they are exercising affected other parts of their lives?

5. My current situation vis a vis my committee chair and members.

Currently I have a two person committee. I selected the chair with the assumption that I would do a motor learning study. That is her area of expertise. Since I have changed my topic I have been working more closely with the other member of my committee. However, I have not been in communication with either committee person for about 7 months.

6. The principle stumbling blocks to completion.

I have been working on my dissertation for three years. During this time I have changed my topic three times. The present attempt is my third. I gave up the first two because I was not motivated by the topics. The present topic is more motivating for me, however I still seem to be bogged down.

The reasons for my being bogged down are many. The biggest problem is that I am very unorganized. I am presently doing

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research on chapter two and the gathering of information and putting it into a form that I can use later when I writing is difficult for me. My research methods are rusty and in many instances don't exist. In addition, it is hard for me to sit down and write when I do have the material (writer's block!).

When I stated with my original topic my method of research was experimental. My research method is now survey and I really don't know much about it. I hate to take another course for survey methods but I'm not sure to whom I should go to get information.

I also have another problem. I have felt alone. My program no longer exists at NYU because the grant has run out. As a result there are about four graduate students left without degrees and, for the most part, without guidance. My committee could care less what I do, and if I do get material to them I sometimes never get it back. Of the meetings I have organized with my committee members, I would say a good fifty percent are canceled by that person. I have also heard that both will be leaving within the next year or two. I have not even thought about a third committee member.

The topic I have chosen is a viable one. I just don't feel I have the tools in my repertory or the help to do the job right now.

7. My immediate next step toward dissertation completion.

My immediate next step is to get some research expertise and to complete my literature search. After the completion of the literature search I will finish drafting my proposal.

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8. Expectation for July 1, 1990.

Without a boost from the mentor group I would probably be where I am now when july 1st rolled around. However, my expectation is that, with the boost, I will have a fairly workable proposal by then. I feel that I have a great deal of learning to do regarding dissertation writing. My skills are deficient and need work. I also have to learn more about survey technique to put together a third chapter. I think it's asking too much to have the proposal totally completed by then, but it should be well underway with chapters one and two completed.

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Evaluation of FIPSE Presentation MONMOUTH COLLEGE

Are you 1. a prospective dissertation writing group member_____?
2. a group mentor_____?
3. an administrator_____?

1. The simulated session and followup discussion was intended to convey a sense of how the dissertation groups function. Please evaluate the effectiveness of the session in giving you this sense. Use the space provided below for your comments (continue on back if needed), as well as the scale.

1 2 3 4 5
Ineffective **Very Effective**

2. **(To prospective mentors and administrators only — participating in afternoon session)** The afternoon session was intended to give a fuller picture of the program and tips for setting it up and developing effective mentors. Please evaluate the effectiveness of the affternoon session in achieving these ends, using the space provided and the scale.

1 2 3 4 5
Ineffective **Very effective**

3. What in the day's proceedings do you think worked particularly well?

4. Based on your expectations and needs, what suggestions for improvement or additional topics in the presentation would you make?

5. Any additional comments.

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SALIENT FEATURES OF FAP GROUPS CONTRIBUTING TO SUCCESS

1. *Rotational presentations and feedback by all mentees.*
   a. creates peer pressure to produce.
   b. gives each ABD a uniquely interested audience.
   c. keeps focus on the "beef" of written work, rather than on ungrounded (in the writing) general discussions.

2. *Structure and process of the group mirrors proposal hearing and dissertation oral defense.*
   a. mentees tell their dissertation story repeatedly before peer committee of "examiners" and mentor as "chair."
   b. we role play proposal and dissertation orals with great success.

3. *Conjoint approach combines power of the group combined with individual sessions with the mentor.*

4. *Doggedness, persistence, enthusiasm, preparedness of the mentors.*
   Mentor has to be something of a:
   a. group leader
   b. editor
   c. individual counselor/adviser
   d. generalist/quick study
   e. role model for thoroughly reading scheduled written materials
   f. scheduler, reminder and "nudge," telephoner
   g. Mr./Ms. "Fix It."

5. *Biweekly meetings.* Once a week too often during terms, although extra meetings scheduled if a mentee has a special dissertation situation, e.g., dissertation defense or crucial meeting with adviser.

6. *Summer component, once a week for six weeks.* Very useful in getting mentees efficiently to use what is generally down dissertation time. Many of our participants have made disproportionate pushes toward completion in the summer session.

7. *Minimum participation of two full terms and a summer.*

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8. *Confidentiality of the sessions.* Two problematic situations:

   a. mentees from same college or even department in same group.
   b. mentees in same doctoral program.

9. *Mentees write dissertation for an additional reference group: fellow/sister participants* -- in addition to for themselves, their departments, colleagues, families and friends.

10. *Main focus on intellectual feedback*; including how texts are presented, arguments made, writing style, organization of materials and chapters, rather than on general ideas not put to paper.
    a. most effective "support" in the support group is feedback on the writing.
    b. support re feeling one not alone in the dissertation struggle, important but not as central as intellectual support and feedback re the submitted *written* materials.

11. *Diversity of disciplines among dissertation writers.*

12. *Diversity of dissertation writer stages from proposal construction to one or two dissertation chapters remaining to write.*

13. *Dr. Sternberg's book*: How to Complete and Survive a Doctoral Dissertation, *which has served as a text in the CUNY dissertation completion program.*

14. *Biweekly mentor meetings, where states of all the dissertations currently in the program are reviewed.*

15. *A consciously constructed (with lead of the mentor) positive nature of feedback* to mentees' written submissions, even when feedback is critical or quite fundamental. Mentor must help group to help mentee find a "hook" or "angle" that will transform a project from unworkable to viable.

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FACULTY ADVANCEMENT PROGRAM

Issues in Facilitating a Dissertation Group

It should be remembered that mentees are at all stages of being an ABD. (Impact on scheduling)

Issues in writing & conceptualizing

a) Topic
Inability to conceptualize DISS subject in doable, programmatic terms

b) Writing proposal
Proposal tends to lack clarity and focus in terms of:

--The overall subject of the DISS
--Theory to be used (if any)
--Statement of the problem (if such) to be researched
--Statement of hypothesis
--Research questions or assertions
--Special problems with completing and integrating a review of the literature into the proposal

c) Planning field work and/or data collection
Tend to be too grandiose; bite off more than can be chewed; lean towards the use of quantitative methods, but without a solid background in the use of such methods, i.e., developing a questionnaire

d) Analyzing and interpreting the data
In the work of the mentee, there tends not to be a locus classicus; a core, a central idea of reference that embodies the thesis of the work (co-optation, the class struggle, social stratification, etc.)

e) Writing DISS chapters
Rendition tends to be cold, flat, straight forward; without any appeal to revelation and serendipity; there is more at straight reporting, rather than investigative reporting

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Individual Issues

a) Lack of motivation

b) Feeling inadequate to the task
(Desire the end, but fear the means)

c) Tunnel vision
(Can only see the DISS as first conceived; resist changes)

d) Missionary zeal
(DISS will be used to right a wrong)

e) Presumptive
(DISS used to validate or make a point, a personal statement about a very personal belief or feeling)

Mentor as Facilitator

a) Treat mentees as colleagues and with respect

b) Give equal time and attention to each member of the group

c) Read all material and be prepared

d) Don't let mentees monopolize the time

e) Make sure everyone knows the schedule of presentations

f) Critique works in terms of the positive rather than the negative

g) Exhibit rather than inhibit
Look for major rather than minor points

h) Promote rather than choke
forward and not backwards

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John Jay College of Criminal Justice
445 West 59th Street, New York, New York
Department of Sociology
212 237 8669 fax: 212 237 8761

Winter, 1993

Attention: Full-Time CUNY Faculty and HEO ABDs:

We are currently undertaking preliminary recruitment for participation in the CUNY dissertation completion program's (the Faculty Advancement Program) new set of groups, to begin with a six week session in June and early July, 1993, followed by Fall, 1993, and Spring, 1994 terms. These groups will constitute the fifth year of the Program.

Presently, 100 CUNY faculty and HEOs have participated in the program over four years. Of the 73 who have finished the Program at least six months ago, 29, or 40%, have finished and successfully defended their Ph.D. or Ed.D. dissertations! Each month brings additional triumphs over long-term dissertationitis.

If you are accepted for the Program, CUNY will grant you one course released teaching time for each semester you participate in the Program (excepting the mandatory summer segment). You will join with four or five other dissertation writers and a senior faculty mentor in biweekly seminars, where each of you will rotationally submit your written dissertation materials to all the other members for support, critique and feedback. You will also have regularly scheduled individual meetings with your group mentor.

At a time of drastic budget cuts in the University, the central administration and the Board of Trustees continues to fund this valuable program because of the demand for its services among faculty and its dramatic success in moving people along the difficult dissertation course. If you are full-time CUNY faculty or administration, a matriculated ABD at an accredited institution, highly motivated to help yourself and colleagues to put the doctorate behind you, perhaps bogged down in your efforts, we urge you to contact us about the new round of groups. Given the budget crisis,we never know whether the Program's next year may not be our last, so do not delay!

Contact any of the following mentors in the Program for further information:

1. Dr. David Sternberg, JJC, Director and Head Mentor of FAP. 212 237 8669.
2. Dr. Philip Eggers, BMCC, Mentor: 212 346 8630.
3. Dr. Nora Eisenberg, LGCC, Mentor: 212 877 8716.
4. Dr. Susan Forman, BCC, Mentor: 212 220 6324.
5. Dr. Lee Jenkins, JJC, Mentor: 212 237 8705.
6. Dr. Altagracia Ortiz, JJC, Mentor: 212 237 8824.
7. Dr. Juan Villa, LC, Mentor: 212 960 8753.

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From ABD to Ph.D:
Finishing a Doctoral Dissertation

Seminar at BMCC, Fall, 1988

"Few things are impossible to diligence and skill."
--Samuel Johnson

Dr. David Sternberg
John Jay College
445 West 59th Street
212 489 5070 (office)
489 3990 (secy.)

Read: 1. David Sternberg, How to Complete and Survive a Doctoral Dissertation.
2. Earl Babbie, The Practice of Social Research, 4th Ed., Chs. 1-7, plus those chapters in Part 3 (Modes of Observation) and Part 4 (Analysis of Data) bearing on the methodology in your dissertation and/or proposal.
3. David Sternberg, "Anomie and the ABD: A Clinical Sociological Perspective and Program for Melioration." (copies to be distributed)
4. Antony E. Simpson, "Hurdling the Dissertation Barrier: The Library and the Needs of the ABD." (copies to be distributed)

Prepare and submit by start of seminar in September:

1. A 10-page (typewritten, double space) "State of My Dissertation" report to be distributed to all seminar participants and discussed at our first fall meetings. It should encompass:

a. a history (with dates) of involvement/time in your doctoral program.
b. your dissertation topic and how you came to select it.
c. a clear statement of the basic themes of your dissertation.
d. principal methods being used in your research
e. your current situation/status with dissertation or proposal adviser, committee, faculty in general (be candid).
f. the most difficult issues or stumbling blocks (e.g., writer's block, conducting the research, forming hypotheses, problems with faculty, inability to pursue the project on a regular, cumulative basis) involved in your project.
g. your immediate next step (e.g., drafting or redrafting a proposal, submitting a chapter).
h. where you realistically hope to be re the dissertation in January, 1989 after a term's hard work in the seminar.

2. The most recent substantial written document in your dissertation project.

3. An outline of your next step (see 1, subdiv g., above).

The idea is to use the normally "dead time" of summer (when the libraries are generally less crowded) to get a jump on your fall's work and progress. Writing the state of your dissertation will be useful in clarifying your situation. I'll also get a look at your writing style.

Each member of the seminar will meet at least once with me in June/July to discuss his/her particular case, and to help get materials ready for our start in September.

Fall format: We will meet every Thursday at BMCC from 11:30 A.M. -- 1:30 P.M. at BMCC. These sessions will be supplemented with individual consultations at BMCC or my John Jay office (hours and sites to be arranged as our project unfolds).

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 (see p. 2)

FACULTY ADVANCEMENT PROGRAM

OF

THE CITY UNIVERSITY OF NEW YORK

Senior Mentor: Dr. David Sternberg, Coordinator and Developer of the CUNY Dissertation Completion Program

Seminar Mentor: Dr. John L. Cooper, Professor of African-American Studies (sociology), John Jay College

Meeting Dates: June 17, 24; July 1, 8, 15 (a sixth meeting will be added in a five week schedule)

Seminars will meet on Mondays, from 3:00 - 5:00 PM, at John Jay College (10th Ave. & 59th Street, Manhattan)
Individual, one to one, mentor to mentee, meetings will be held by arrangement

Mentees Should: Read and take quite seriously the Protocol Guidelines
Complete a thorough reading of David's book: "How To Complete and Survive a Doctoral Dissertation"

Obtain from your doctoral program authorities all the directives, schedules, requirements, and technical guidelines that instruct one how to produce, format, and submit a dissertation. You need to know how to form your committee; when, where, and in what format must you present your dissertation proposal; what will it take to get the proposal approved, and what are the editorial requirements (appearance, footnotes and citation style, etc.) of your graduate program?

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Guidelines for the STATE OF MY DISSERTATION

Report

1. A 5-10 page (type written, double space) report to be distributed to all seminar participants, the contents of which will be the basis for discussion at the first meeting. The Report should focus on the following:

   a. A history (with dates) of involvement/time in your doctoral program.

   b. Your dissertation topic and how you came to select it.

   c. A clear statement of the basic themes, propositions, hypotheses, etc., of your dissertation.

   d. Principal methods being used in your research.

   e. Your current situation/status with dissertation or proposal adviser, committee, faculty in general (be candid).

   f. The most difficult issues or stumbling blocks (e.g., writer's block, conducting the research, forming hypotheses, problems with faculty, inability to pursue the project on a regular, cumulative basis) occurring with your project.

   g. Your immediate next step (e.g., drafting or redrafting a proposal, submitting a chapter).

   h. Realistically, where do you hope to be, with your dissertation project, by December, 1990?

2. An outline of your next step (see subdiv g, above).

3. Finally, if it is possible please submit, with the appropriate copies, the most recent substantial document written for your dissertation project.

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Memo

,O: Mentees

FROM: John Cooper

RE: Responsibilities

Pursuant to ongoing successful meetings, Mentees should:

1. Distribute their materials to be critiqued one session ahead of the meeting of their scheduled presentation

2. Be prepared to discuss all materials handed out

3. Read and be prepared to comment on all materials received, verbally and with notations

4. Be ready at all times to update and give an evaluation of work in progress

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54 Riverside Drive #12B
New York, New York 10024
(212) 877-8716
June 5, 1991

Dear Group Member:

Again, I am delighted to welcome you to the CUNY Faculty Advancement Program for the Completion of Doctoral Dissertations. The Program has been extremely successful in helping people advance towards dissertation completion. I trust it will serve you well in your own progress towards this goal.

Critical to the program's success, I believe, is the mentoring group. As I explained, as a program participant you will be a member of one of these small groups, which will serve as a forum for discussion of your written work and the nitty gritty of dissertation development. The collegial interactions of the mentoring group with its structured schedule for presentation and feedback help to move people along in a spirited but supportive fashion.

We will meet according to the enclosed schedule at John Jay College (445 West 59th Street, Room 1212). The schedule should allow us to get a good deal of work done this summer and put you in good shape for the fall, when the group will resume.

Before we meet on June 18, I would like you to purchase (and read--as much as you can) Dr. David Sternberg's book How to Complete and Survive a Doctoral Disseration, St. Martin's Press (1981), available at Barnes and Noble (18th St. and 5th Ave. and at most university bookstores). The book offers very useful insights into the whole process of dissertation writing along with practical advice. Luckily for us, Dr. Sternberg heads the Faculty Advancement Program and will be participating in our summer meetings.

Also before the first meeting, I would like you to write a "State of My Dissertation" essay. This can be rather brief (5-10 pages) and written for the purpose of orienting me, David, and the group members to your work. I realize I am not giving you much notice (this year's program got organized late), and I don't expect you to spend too much time putting your essay together; just sit down for an hour or two and give it a shot. You will probably want to draw on the statement that you wrote for application to the program. To give us all a sense of where you are in your work and to help us help you best, your essay should include

a) a history (including dates) of your involvement/time in your doctoral program;

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b) your dissertation topic, how long you've been working on it and how you came to select it;

c) a statement of the basic theme(s) of your dissertation;

d) identification and description of the principal methods you are using or plan to use in your research;

e) Your current situation with your dissertation or advisor, committee, faculty in general (please be candid);

f) the most difficult issues or stumbling blocks you face in completing your dissertation (e.g. writer's block, conducting the research, forming hypotheses, analyzing data, problems with faculty, inability to pursue the project on a regular basis);

g) your immediate next step (e.g. drafting or redrafting a proposal, subitting a chapter);

h) where you realistically hope to be with your disseration by January 1992, after a summer plus a term's work in the Program.

Please xerox your essay and bring 7 copies to our June 18th meeting. Also bring: 1) a copy of the most recent substantial written document in your dissertation project; 2) the materials enclosed with this letter (Protocol Guidelines, Roster, Schedule). Should you have any questions before we meet, please call me at home. Dr. Kathleen Morgan is coordinating all the administrative and personnel matters related to the program; if you have any problems in this regard, please call Dr. Morgan at (212) 794-5374.

Let me say again how pleased I am that you've joined the program and how much I look forward to working with you.

Sincerely,

Nora Eisenberg

encl.

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CUNY Faculty Advancement Program Summer 1991

Nora Eisenberg, Mentor
David Sternberg, Program Supervisor

Meeting Schedule

Required Text: Sternberg, How to Complete and Survive a Doctoral Dissertation. St. Martin's Press (1981). The book is available at NYU bookstore, Barnes and Noble (5th Ave. and 18th St.) and at most university bookstores.

All meetings will take place on Tuesday afternoons at John Jay College, 445 West 59th Street, Room 1212. We will meet for five consecutive weeks, the first three weeks from 1-3 and the last two weeks from 1-4.

June 18 1-3
Introductions--personal and programmatic
"State of My Dissertation" (oral reports by group members)

June 25 1-3
"State of My Dissertation"
(oral reports by remaining group members)
Create presentation schedule for summer meetings

July 2
Presentations
Updates

July 9
Presentations
Updates

July 16
Presentations
Updates
Looking ahead to the fall

EDINBORO UNIVERSITY
OF PENNSYLVANIA

Office of the Dean of Education
Edinboro, PA 16444
(814) 732-2752

May 20, 1992

Dr. David Sternberg
John Jay College of Criminal Justice
The City University of New York
445 West 59th Street
New York, NY 10019

Dear Dr. David Sternberg,

It was a pleasure to meet you and your FIPSE Grant colleagues in a one day dissertation completion workshop for 24 participates. The enthusiasm was quite high at the end of the day and Dean Philip Kerstetter and I will certainly tap into it as we plan a Ph.D. completion program based on your model for our faculty development program.

Please express our thanks to John Cooper, Ph.D and Altagracia Ortiz, Ph.D. for their part in this effort.

Although Gannon, Mercyhurst and Villa Maria did not have participants for this session, we hope that they will for our later efforts. We will provide them copies of the workshop materials, as per your request.

We look forward to working with you again in late fall.

Sincerely,

Shirley Stennis-Williams, Ed.D.
Dean of School of Education

SSW/tas

cc: President Foster Diebold
Dr. John Fleischauer
Dr. Jerry Covert
Dr. Robert Weber
Dr. Philip Kerstetter
Dr. Michelle Howard-Vital

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EDINBORO UNIVERSITY
OF PENNSYLVANIA

Office of Graduate Studies,
Institutional Research and Planning
Edinboro, PA 16444
(814) 732-2720 or 2547

September 3, 1992

Dear Colleague:

Last May, representatives from John Jay College from the CUNY system visited Edinboro University to discuss an innovative program to provide a structured format to assist faculty members to complete their dissertation requirements. The John Jay College program matches faculty who have completed their terminal degrees with one or two faculty members who are currently working on program or dissertation requirements. This mentoring process, coupled with the support provided by other faculty working on their degrees, has proven to be very successful in increasing the number of faculty who have completed their degree requirements. Reactions of those who attended the presentation were very positive, and they have convinced us that we should replicate this program at EUP.

We are asking those faculty who have completed the terminal degree if you would be willing to serve as a mentor to one or two EUP faculty members working on terminal degree requirements. If you have not yet completed the terminal degree, we are asking if you would be willing to participate in our EUP program.

The program at EUP would be structured as follows:

1. Faculty who have completed terminal degree requirements will serve as mentors. Faculty without the terminal degree will be divided into two groups: those who are working on coursework, and those working on the dissertation.

2. Each faculty mentor will be assigned one or two faculty members who are working on their degrees, and it is anticipated that two mentors and their respective groups will work together.

3. Six large group meetings will be conducted during the academic year. These group meetings will address organizational issues or focus on such topics as meeting with representatives from John Jay College, presentations on such issues as literature searches, establishing program/dissertation committees, financing graduate education, and tips for surviving the terminal degree.

The tentative schedule of large group meetings is as follows:

Tuesday, September 29th	11:30AM - 1:00PM	University Club
Tuesday, November 3rd	11:30AM - 1:00PM	University Club
Tuesday, December 1st	11:30AM - 1:00PM	University Club
Tuesday, January 26th	11:30AM - 1:00PM	University Club
Tuesday, February 23rd	11:30AM - 1:00PM	University Club
Tuesday, April 6th	11:30AM - 1:00PM	University Club

4. In addition to these large group meetings, it is expected that each mentor/mentee group will meet separately on at least a biweekly basis.

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EDINBORO UNIVERSITY
OF PENNSYLVANIA

Office of the Dean of Education
Edinboro, PA 16444
(814) 732-2752

October 2, 1992

Dr. John Cooper
John Jay College of Criminal Justice
444 West 56th Street
New York, NY 10019

Dr. David Sternberg
John Jay College of Criminal Justice
444 West 56th Street
New York, NY 10019

Dear Dr. Cooper and Dr. Sternberg;

The first large group meeting of the Edinboro University terminal degree completion program went well. We have broken in the two support groups and mentor/mentee triads. The group is very excited about your participation in our second large group meeting in November. Materials from session one are enclosed. Dr. Kerstetter, Dr. Dilmore and I look forward to learning of your plans for the November 4 meeting.

Sincerely,

Shirley Stennis-Williams/TV

Shirley Stennis-Williams, Ed.D.
Dean of Education

Attachments

cc: President Foster Diebold
Dr. John F. Fleischauer, Provost and Vice President for Academic Affairs
Dr. Robert Weber, Dean of Liberal Arts
Dr. Jerry Covert, Dean of Science, Management, and Technologies
Dr. Phil Kerstetter, Office of Graduate Studies and Institutional Research and Planning
Dr. Donald Dilmore, Director of Libraries

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If you are interested in participating in this program or would simply like more information, please complete the attached form and return it to the Graduate Office no later than September 14th. If you have any questions, please contact Dr. Shirley Stennis-Williams (x-2752), Dr. Donald Dilmore (x-2779), or Dr. Philip Kerstetter (x-2720).

Sincerely,

Shirley Stennis-Williams Donald Dilmore Philip Kerstetter

Attachment

DISSERTATION/PhD COMPLETION PROGRAM
A FACULTY DEVELOPMENT ACTIVITY
OF EDINBORO UNIVERSITY OF PENNSYLVANIA

UNIVERSITY CLUB
11:30 AM TO 1:00 PM

Introduction	
Welcome	Dr. John F. Fleischauer, Provost and Vice President for Academic Affairs
Words of Support	Dr. Robert Weber, Dean of Liberal Arts Dr. Jerry Covert, Dean of Science, Management, and Technologies
Mentees and Mentor	Self Introductions, Department, Degree or Degree Status and University
Overview	Dr. Shirley Stennis-Williams, Dean of Education
Mentor/Mentees Groups	Dr. Philip Kerstetter, Dean of Graduate Studies and Institutional Research and Planning
Resources	Dr. Donald Dilmore, Director of Libraries
Next Steps	Dr. Philip Kerstetter, Dr. Shirley Stennis-Williams, Dr. Donald Dilmore

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A BRIEF BIBLIOGRAPHY OF BOOKS

About Dissertation Preparation

* Balian, Edward S. (1988). How to design, analyze, and write doctoral or masters research (2nd rev. ed.). Lanham, MD: University Press of America.

* Campbell, William Giles. (1986). Form and style; theses, reports, term papers (8th ed.). Boston: Houghton Mifflin.

* Davis, Gordon B. and Parker, Clyde A. (1979). Writing the doctoral dissertation. Hauppauge, NY: Barron's Educational Series.

Ernst, Mary O. (1982). A guide through the dissertation process. Lewiston, NY: Edward Mellen.

Gardner, David C. and Beatty, Grace J. (1980). Dissertation proposal guidebook; How to prepare a research proposal to get it accepted. Springfield, IL: Charles C. Thomas.

* Madsen, David. (1983). Successful dissertations and theses; A guide to graduate student research from proposal to completion. San Francisco: Jossey-Bass.

Mauch, James E. and Birch, Jack W. (1988). Guide to the successful thesis and dissertation; Conception to publication - A handbook for students and faculty (2nd ed.). New York: Marcel Dekker.

Nickerson, Eileen T. (1990). The dissertation handbook: A guide to successful dissertations. Dubuque, IA: Kendall/Hunt.

Sternberg, David (1981). How to complete and survive a doctoral dissertation. New York: St. Martin's.

* Turabian, Kate L. (1987). A manual for writers of term papers, theses, and dissertations. Chicago: University of Chicago.

* Titles in the Baron-Forness Library.

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Suggested Topics for Mentor Sessions

1. Selecting an advisor
2. Preparing for the qualifying exam
3. Selecting a dissertation topic
4. Selecting a dissertation committee
5. Preparing the proposal
6. Organizing the research effort
7. Defending the dissertation
8. Statistics - assistance available at EUP
9. Developing a timetable

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EDINBORO UNIVERSITY
OF PENNSYLVANIA

Office of Graduate Studies,
Institutional Research and Planning
Edinboro, PA 16444
(814) 732-2720 or 2547

DISSERTATION/PhD COMPLETION PROGRAM
A FACULTY DEVELOPMENT ACTIVITY
OF EDINBORO UNIVERSITY OF PENNSYLVANIA

The tentative schedule of large group meetings is as follows:

Tuesday,	September 29th	11:30 - 1:00 PM	University Club
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Tuesday,	February 23rd	11:30 - 1:00 PM	University Club
Tuesday,	April 6th	11:30 - 1:00 PM	University Club

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EDINBORO UNIVERSITY
OF PENNSYLVANIA

Office of Graduate Studies,
Institutional Research and Planning
Edinboro, PA 16444
(814) 732-2720 or 2547

November 9, 1992

Dr. David Sternberg
John Jay College of Criminal Justice
444 West 56th Street
New York, New York 10019

Dear David:

I certainly appreciate the guidance and support that you and John provided us. Your visit last May helped to consolidate our expectations, and the recent visit has helped to keep us focused and on-task.

As I indicated to you, the Edinboro University model took into consideration that there are two groups of faculty who could benefit from this program: those who are just starting their doctoral program and those who are at the dissertation stage. Our experience has been that there are numerous obstacles of access to doctoral programs particularly in the northwest Pennsylvania area. Therefore, we felt that a group comprised of persons just starting the doctoral program could benefit from the advice and counsel of others who have had to deal with travel, juggling jobs and families, and the inevitable problems with program committees. Of course, those who are working on the completion of the dissertation benefit from the structure and counsel that the mentors can provide.

I cannot over-emphasize the fact that we have had numerous faculty volunteer to serve as mentors. These tend to be more junior-level faculty who have recently completed their doctoral programs. They tend to look at their participation in the program as their service to the profession in return for the services that they, themselves, received during the process.

I hope that you will be able to come back to visit with us later in this year. In the meantime, please let me know if there is any information or assistance that we can provide you and your colleagues.

Sincerely,

Philip P. Kerstetter, Ph.D.
Dean

cc: Dr. Stennis-Williams
Dr. Dilmore

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EDINBORO UNIVERSITY
OF PENNSYLVANIA

Office of Graduate Studies,
Institutional Research and Planning
Edinboro, PA 16444
(814) 732-2720 or 2547

March 11, 1993

Dr. David Sternberg
John Jay College of Criminal Justice
445 West 59th Street
New York, New York 10019

Dear David:

As a follow-up to our earlier conversation, I am pleased to invite you to attend our meeting of the Dissertation Completion Group, which is scheduled for Tuesday, April 6th, at 11:30 AM in the University Club. This may be our final meeting of the year, which means that we will use this opportunity for having a follow-up report of progress that individual dyads have made during the academic year.

I hope that you will be able to attend this meeting, as I would appreciate the opportunity to compare notes with you for this year.

I look forward to hearing from you. Please contact me if you have any questions.

Sincerely,

Philip P. Kerstetter, Ph.D.
Dean

cc: Dr. Stennis-Williams
Dr. Dilmore

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Check Your Calendar!

The final meeting for this academic year of the Terminal Degree Completion Group will be held on

Tuesday, April 6th
University Club
11:30AM

1. Dennis Hickey will make a presentation about developing articles for books and journals from dissertation research.

2. David Sternberg from C.U.N.Y. will be visiting us to see how we are doing and to report on the status of the program in New York.

3. Groups will be asked to make brief presentations concerning the progress that they have made this past year.

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EDINBORO UNIVERSITY
OF PENNSYLVANIA

Shirley Stennis-Williams, Ed.D.
Dean of Education
326 Butterfield Hall
Edinboro, PA 16444
(814) 732-2752
Fax: (814) 732-2268

MEMO TO: Dr. David Stenberg

FROM: Shirley Stennis-Williams, Ed.D.
Dean of Education

DATE: June 25, 1993

RE: Terminal Degree Completion Program

Thank you for all your help in launching the Edinboro University of Pennsylvania Terminal Degree Completion Program. We could have never done this without your counsel, inspiration and hands on attention. This report reflects your input and that of your FIPSE program staff. We are all looking forward to working with you again this fall.

SSW/tav

Attachments

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EDINBORO UNIVERSITY
OF PENNSYLVANIA

Shirley Stennis-Williams, Ed.D.
Dean of Education
326 Butterfield Hall
Edinboro, PA 16444
(814) 732-2752
Fax: (814) 732-2268

MEMO TO: Dr. John F. Fleischauer, Provost

FROM: Dr. Shirley Stennis-Williams SSW
Dean, School of Education

Dr. Philip Kerstetter PK
Dean of Graduate Studies

Dr. Donald Dilmore DHD
Director of Libraries

DATE: June 1, 1993

RE: Terminal Degree Completion Program

Enclosed is the year-end report on the activities of the Terminal Degree Completion Program, as per your request of May 10, 1993. If any further information is required, please let us know.

SSW:mas

cc: President Foster Diebold
Dr. Jerry Covert, Dean, Science, Management, and Technologies
Dr. Robert Weber, Dean, Liberal Arts
Dr. David Sternberg

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PROVOST/VP FOR ACADEMIC AFFAIRS
EDINBORO UNIVERSITY

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EDINBORO UNIVERSITY OF PENNSYLVANIA

Terminal Degree Completion Program
First Annual Report of Activities
1992-93

INTRODUCTION

The Terminal Degree Completion Program is an innovative program that provides a structured format to assist faculty members to complete their degree requirements. It matches faculty who have completed their terminal degrees with one or two faculty members who are currently working on program or dissertation requirements. This mentoring process has proven to be very successful in increasing the number of faculty who have completed their degrees.

The impetus for the program came from Dr. David Sternberg at the John Jay College of Criminal Justice of the City University of New York. Dr. Sternberg had received a FIPSE grant to develop a such program at CUNY and also to establish similar programs at other institutions. Dr. Shirley Stennis-Williams, Dean of Education, invited Dr. Sternberg to visit Edinboro to talk with prospective participants in May,1992.

Following this informational workshop, a decision was made to implement the program based on the John Jay FIPSE grant model, with the following adaptations:

1. Pre ABD groups as a first phase, leading into ABD groups;
2. The additional use of recent Ph.D.'s and Ed.D.'s as mentors as contrasted with the CUNY model of using only senior long-time Ph.D. and ED.D. professors;
3. The creation of dyad and triad mentor/mentee groups;
4. Monthly meetings of all program participants, to focus on particular topics.

An interest survey was distributed campus-wide in early September. The results were as follows: 18 expressing interest in mentoring and 22 in being mentees (see Appendix A). A schedule of six meetings was established for the 1992-93 academic year (see Appendix B).

On two separate occasions Dr. David Sternberg from John Jay College attended meetings to assist in establishing and providing direction to the program. In a letter to President Foster Diebold and during his final visit he indicated that the Edinboro adaptations were being incorporated into the dissemination model (see Appendix C).

PROGRAM OPERATION

Drs. Shirley Stennis-Williams, Donald Dilmore, Director of the Library, and Philip Kerstetter, Graduate Dean, served as a steering committee to help organize and oversee the program. Meetings were held each month over the noon hour at the University Club. At each

meeting, there were presentations on various resources and "tricks of the trade" from those who have completed their degree programs, and an opportunity for program participants (both mentor and mentees) to report on progress that has been made during the year.

PROGRAM SURVEY

By self-report at the final meeting, participants agreed that the program had assisted them in keeping on task or in identifying issues that had to be resolved in their programs. In addition to this anecdotal information, Dr. Stennis-Williams developed a survey instrument that was sent to all program participants (See Appendix D). Of the 40 surveys mailed, 20 were returned; the findings are based on the 20 respondents.

All but two of the respondents indicated that the program should continue. One of the negative responses was from someone who was unable to attend any of the meetings and found it was not useful for that individual. Similarly, all but two of the respondents indicated their willingness and interest in participating next year.

One of the unique features of Edinboro University's approach was to include people at various stages of their degree program; ABD's, persons ready for candidacy, persons taking coursework, and persons considering doctoral studies (unlike the CUNY program, which included only those at the ABD phase). Program participants at Edinboro liked this modification, and the overwhelming response was that all but the last category should be invited to participate in the program. People have questions at all stages of their degree programs. Limiting the program solely to those who are at the ABD stage would alienate a significant number of our faculty from the kinds of support and assistance that they need.

The responses concerning time, dates, and locations for group meetings were very mixed. As was expected, no one day or time was identified that would fit into the diverse schedules of the faculty. The one consistent response was that it is difficult to meet during the day time and at the lunch hour. Additionally, the noise level in the University Club effectively precludes it from being used for meetings during regular work days. Among the alternatives suggested were to meet later in the day or in the evening. Either of these situations could use the University Club because it would not be used by other people at that time.

Persons were asked to identify whether the meeting time should be devoted to individual activities or to group presentations. In general, participants preferred time for speakers rather than more time available for group discussion.

When asked to identify who should serve as mentors, the general consensus was that the group should include recent Ph.D.'s and new faculty. There also was significant support for senior professors and tenured professors. In fact, none of these are necessarily mutually exclusive definitions. One suggestion which has merit for discussion is the idea of having the mentees themselves identify who they would like to have serve as a mentor. These individuals would them be invited to join the program. This conceptually makes sense, because it is imperative that there is a good working relationship between the two people.

RECOMMENDATIONS

Based on the response to the program, the following recommendations are made:

1. The steering committee should discuss these issues identified in the survey as it seeks to re-focus the program for next year. However, there are clear indications that the program and concept are excellent ones and are well-received by those faculty members who are in that stage of their careers in which they have to complete the terminal degree.

2. Careful attention should be given to identifying another time and day for the group meetings, given the schedule conflicts that became evident in the second semester. Depending on the time and day selected, another location may need to be identified.

3. The selection process for mentors may need to be revised to incorporate a more active role by the mentees in the program in selecting the best mentor.

4. Contact should be maintained with Dr. Sternberg for his advice and counsel on the program operation and for the positive impact that participants gain from knowing they are part of a national project.

The Edinboro University of Pennsylvania Terminal Degree Completion Program has been successful in its efforts to encourage faculty to move toward their degrees. Several in the group have had dissertation topics accepted; all have made progress. As the attached survey results attest, those involved strongly urge the continuation of the Program. This is a program that merits the full support of the University.

APPENDIX A: MENTORS AND MENTEES

MENTORS	MENTEES
Dr. Denise Finazzo Elementary Education	Mary Jo Melvin Elementary Education
	Marian Beckman Elementary Education
Dr. Mary Jo Campbell Elementary Education	Kathleen Stevens Educational Services
	Linda Best Elementary Education
Dr. Mark McTague English/Theatre Arts	JoAnn Holtz Educational Services
	Wendy Warren English/Theatre Arts
Dr. Betty Hammond HPE	Susan Curtin Educational Services
Dr. Harriet Phillips Nursing	Joetta Davis Educational Services
Dr. Karim Hossain Physics/Technologies	David Hurd Geosciences
Dr. Elizabeth Pierce-Stewart Sociology/Anthropology/Social Work	Bonnie Belcastro Sociology/Anthropology/Social Work
Dr. Kathleen Lipkovich HPE	B. J. Scarpino HPE

Dr. Susan Criswell
Educational Services

Dr. Jeanne Weber
Nursing

Dr. Brenda Fling
Counseling and Human Development

Dr. Craig Steele
Biology and Health Sciences

Dr. Ray Dengel
Baron-Forness Library

Dr. Cyrus Lee
Psychology

Ds. Ken Felker
HPE

Anne Quinn
Math/Computer Science

Ellen Pfadt
Nursing

Char Molrine
Speech and Communication Studies

Chris Mark
Mathematics and Computer Sciences

Pat Hitchings
Baron-Forness Library

Tom Roden
Educational Services

Linda Mukina
HPE

Diane Crandall
Art

APPENDIX B: PRESENTATIONS DURING THE 1992-93 ACADEMIC YEAR

At the first meeting, on September 29 at the University Club, mentor/mentee triads were established. Dr. John Fleischauer, Dr. Robert Weber, and Dr. Jerry Covert offered welcome and words of support, and Dr. Shirley Stennis-Williams provided an overview of the program. Dr. Donald Dilmore explained the resources available at Edinboro University of PA; Dr. Philip Kerstetter led a discussion of upcoming events for the program. There was some concern about the University Club as the best site for meetings because of the noise level, but no other feasible options seemed to be available.

The November 4 meeting featured Dr. John Cooper and Dr. David Sternberg from the John Jay College FIPSE program presenting examples from the CUNY program. Dr. Denise Finazzo discussed selecting a dissertation topic from a personal viewpoint. Dr. Donald Dilmore provided a bibliography update, and mentor/mentee triads reported. Dr. Sternberg and Dr. Cooper also met privately with mentor/mentee groups later in the afternoon.

On December 1 Dr. Kerstetter presented information on research design and statistics, followed by triad reports and group meetings. Dr. Jeanne Weber was the guest speaker for the January 26 session. Her presentation explored qualitative research techniques. Dr. Dilmore also provided additional information on research aids.

Internal and external funding sources, presented by Dr. Kerstetter, was the topic of discussion at the February 23 meeting. Dr. David Sternberg revisited the group for the April 6 meeting and heard final reports from each triad on progress during the year. He shared the status of the program at CUNY. Dr. Dennis Hickey presented information on developing articles for books and journals from dissertation research.

An extensive array of supplementary materials was available for mentors/mentees relating to most session topics. These included a bibliography of general materials on dissertation preparation, handouts on funding sources, and a list of librarians assigned to subject areas and who are adept in the use of electronic resources.

EDINBORO UNIVERSITY
OF PENNSYLVANIA

Shirley Stennis-Williams, Ed.D.
Dean of Education
326 Butterfield Hall
Edinboro, PA 16444
(814) 732-2752
Fax: (814) 732-2268

MEMO TO: All Participants in the Terminal Degree Completion Program

FROM: Dr. Shirley Stennis-Williams
Dr. Philip P. Kerstetter P.P.K./ms
Dr. Donald Dilmore D.D./ms

DATE: May 3, 1993

RE: Continuation

In 1993, Edinboro University of Pennsylvania initiated a terminal degree completion program that was based on a FIPSE funded model at John Jay College, part of the CUNY System in New York City. As a dissemination site for the grant, we were visited three times by the John Jay Director and Program Staff. Now we must determine whether to continue the program, and if so, how participants would like it structured.

Before you leave campus for the summer, we would like some information to help us plan for next year. Please answer these few questions and return them to 326 Butterfield Hall by May 7.

1. Do you think this program should continue? YES____ NO____
2. Would you be interested in participating if the program continues? YES____ NO_____
3. Who should the mentee group include? (Check all that apply)
   ABD's_____. Persons ready for Candidacy _____. Persons taking coursework_____. Persons considering doctoral studies_____.
4. When should the group meet? (Number in order of preference in <u>each</u> column)

_____Early Morning	_____M
_____Lunch	_____T
_____Late Afternoon	_____W
_____Evening	_____T
	_____F

5. Where should the group meet? (Number in order of preference)
   _____ Van Houten Faculty Dining Room
   _____ Other ocation on campus (suggestions?_____)
   _____ Other _____
6. Which do you prefer?
   _____ more time for speakers _____ more time for triad discussion
7. What program topics would be of most value to you?
   _____
   _____
8. Who should the mentor group include?

_____Senior Professors	_____ Tenured Professors
_____Recent Ph.D.s and new faculty	_____ Un-Tenured Professors

9. Comments

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EDINBORO UNIVERSITY
OF PENNSYLVANIA

Office of Graduate Studies,
Institutional Research and Planning
Edinboro, PA 16444
(814) 732-2720 or 2547

February 23, 1994

Dr. David Sternberg
Professor and Principal Investigator
FIPSE Dissertation Completion Project
Department of Sociology
John Jay College of Criminal Justice
445 West 59th Street
New York, New York

Dear Dr. Sternberg:

I am pleased to provide you with a letter of outlining the success to date in our dissertation completion program. As you know, our program was a slight modification from your proposal, as we have included both those persons working on coursework as part of their terminal degree as well as those who are in the dissertation stage of their programs. We have found that this modification is particularly helpful as it gives people who are just starting the process a sense of the possibility of completion. We currently have twenty-two people enrolled in the program as either mentors or mentorees. We just finished our first semester of the program this year and people updated their progress. We did have two people finish their dissertations last year, and the reports we are getting for this year's group is that people are making significant progress towards the completion of their degree requirements.

I believe that the central reason why this program is successful at Edinboro University is that any person enrolled in a doctoral program must travel a significant distance to access programs - typically a minimum of two and one-half hours of travel each way. As you can imagine, this makes it increasing difficult for people to maintain progress on their program. The establishment of a support network, the provision of skills and techniques, and the opportunities to answer questions on a daily or weekly basis provides people with a convenient access to help rather than trying to make numerous long-distance telephone calls or long trips. The person working on the dissertation often feels exceptionally isolated, so the program reduces that isolation and provides the support necessary to make progress.

On behalf of Edinboro University of Pennsylvania, I want to thank you and your colleagues for all of your support, advice, and counsel to us with this project. We wish success in the future, and we hope to maintain contact.

Sincerely,

Philip P. Kerstetter, Ph.D.
Dean

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EDINBORO UNIVERSITY
OF PENNSYLVANIA

Shirley Stennis-Williams, Ed.D.
Dean of Education
326 Butterfield Hall
Edinboro, PA 16444
(814) 732-2752
Fax: (814) 732-2268

March 24, 1994

Dr. David Sternberg
John Jay College of Criminal Justice
445 West 59th Street
Sociology Department
Room 2127
New York, NY 10019

Dear Dr. Sternberg:

This is to confirm our request for a follow-up/evaluation visit on Monday, April 25, 1994 to our Terminal degree program. This would be the final meeting of the year. Because we are a dissemination site for your FIPSE grant, we wonder if you could share with us a copy of the original proposal and discuss it and your findings with our group. A draft agenda is enclosed.

We will reimburse your travel expenses up to $200.00 and provide an honorarium of $150.00. (A check for this amount will be available on April 25).

Thank you again. Our faculty participants consider you the guru of our program!

Sincerely,

Shirley Stennis-Williams, Ed.D.
Dean of Education

SSW/tav

Attachments

cc: Dr. Philip Kerstetter, Dean of Graduate Studies
Dr. Donald Dilmore, Director of Libraries

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TERMINAL DEGREE COMPLETION PROGRAM (DISSERTATION/PhD)
A FACULTY DEVELOPMENT ACTIVITY
OF EDINBORO UNIVERSITY OF PENNSYLVANIA

SOUTH DINING HALL
12:00 P.M. TO 1:30 P.M.
MONDAY, APRIL 25, 1994

I. Dr. Philip Kerstetter, Dean of Graduate Studies

-- Terminal Degree Awards for New Ph.D.'s
-- Words of Wisdom from New Ph.D.'s

II. Dr. David Sternberg, CUNY

-- Original Model for the ABD Program: FIPSE Grant
-- Findings (Including EUP Dissemination)
-- Mentors and Mentees Design Suggestions for EUP Continuation

III. Dr. Robert Weber, Dr. Jerry Covert, Dr. Shirley Stennis-Williams, Dr. Donald Dilmore and participants

-- Open Forum

IV. Other

V. Adjournment

A unit of The Connecticut State University

WESTERN CONNECTICUT STATE UNIVERSITY

Danbury, Connecticut 06810

March 23, 1994

Dr. David Sternberg
John Jay College of Criminal Justice
445 West 59th Street
New York, NY 10019

Dear Dave:

Following our telephone conversation yesterday, I am writing to confirm that two members of our faculty would like to visit your mentoring groups, as indicated:

Tuesday, April 5 from 11 a.m. to 1 p.m. -
Dr. Harriette Tax will visit Dr. Lee Jenkins' group

Thursday, April 5 from 3 to 5 p.m. -
Dr. Peter Lyons will visit Dr. Nora Eisenberg's group.

I will send Dr. Tax and Dr. Lyons information on location of meetings, etc., as we discussed.

Thank you again for helping us to undertake a dissertation completion program at Western.

Sincerely,

Ruth M. Corbett
Director of Research
and Grants

cc: Dr. Philip J. Steinkrauss
Dr. Walter Bernstein
Dr. Harriette Tax
Dr. Peter Lyons
Prof. Casey Jordan

GANNON
UNIVERSITY

University Square • Erie, Pennsylvania • 16541-0001 • 814/871-7492

12/2/92

Dr. David Sternberg
Dept. of Sociology
John Jay College

Dear Dr. Sternberg,

Thank you for your recent visit to Gannon University. Your presentation was very interesting. I was particularly struck by how effective your work has been. I was also impressed with what seems to be a great plan for relieving some of the stress of the dissertation process.

I have called Dr. McQuillen so that we can meet and put together a plan. After returning from break I will organize those on my campus and proceed from there. I look forward to your return visit in the spring. Thank you again for your time and expertise.

Happy Holidays!

Sincerely,

William J. Doan
Coordinator
Teaching Enhancement Project

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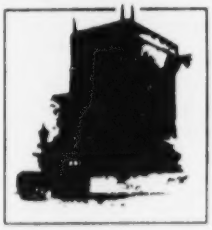
MERCYHURST COLLEGE



Office of the Academic Dean
(814) 824-2311
FAX: (814) 824-2438

Dec. 21, 1992

Dr. David Sternberg
Director, FIPSE Faculty Dissertation
Completion Project
John Jay College of Criminal Justice
445 West 59th Street
New York, N.Y. 10019

Dear David,

I want to thank you for the excellent presentation you gave on December 7 at Gannon University on the FIPSE Dissertation Completion Project. The program as you outlined it appears to be a very valuable and successful one.

Following your presentation I have further discussed the program with three faculty members here at Mercyhurst College. They are all interested. One will be at the "all but dissertation" stage by April and the other two are at the "pre-ABD" stage. My hope is that in combination with the faculty at Gannon University these three Mercyhurst faculty will be able to join an appropriate group. I anticipate being in touch with Dr. Dolan at Gannon in the near future to discuss identifying mentors to work with the program.

I am hopeful that our faculty will be able to benefit from this promising program. I look forward to meeting you again this Spring. Thanks for all you've done.

With warm regards,

Michael J. McQuillen, Ph.D.
Academic Dean

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3/18/93

Dr. David Sternberg

Dear Dr. Sternberg,

Regretfully, I must write to inform you that I have had no success in generating any significant interest in the terminal degree completion program. I believe there are numerous factors involved, ranging from a small number of faculty actually in the process, to a general atmosphere of "I really have to do this myself". As I am currently involved in a major Teaching Enhancement project, I can't see the benefit of pursuing this any further at this time. I have also spoken with Dr. McQuillen at Mercyhurst who has only one or two faculty in the dissertation process. He agrees that Mercyhurst is also not in a position to take advantage of your project at this time.

I thank you again for your visit to Gannon last fall. If our situation should change, I will contact you in the future.

Sincerely,

William J. Doan

DEPARTMENT OF THEATRE AND COMMUNICATION ARTS

MERCY COLLEGE
...a tradition of success...
Jay Sexter, President

April 29, 1992

Dr. David Sternberg
John Jay College of Criminal Justice
Department of Sociology
445 West 59th Street
New York, New York 10019

Dear Dr. Sternberg:

On behalf of the entire faculty of Mercy College I thank you, Dr. John Cooper and Dr. Phil Eggers for your excellent presentation to our Department Chairs and then to faculty members who have had difficulty in completing doctoral dissertations. Your reassuring and non threatening manner made everyone feel comfortable about working together on the very stressful endeavor of completing a dissertation. I believe that the project will be a success.

Should you consider starting this kind of project with any other college, do not hesitate to use me as a reference.

Sincerely yours,

Jay Sexter

Jay Sexter

JS/ps

cc: Dr. John Cooper
Dr. Phil Eggers

Office of the President 555 Broadway, Dobbs Ferry, NY 10522 / (914) 693-4500

MERCY COLLEGE
...a tradition of success...
Jay Sexter, President

March 11, 1994

Dr. David Sternberg
Professor, and Principal Investigator
FIPSE Dissertation Completion Project
John Jay College of Criminal Justice
445 W. 59th Street
New York, New York

Dear David:

I hesitated to respond to your letter of February 10th because we were not able to sustain the program that you started at Mercy College. You and your staff generously donated time, worked very hard and set up a sensible program and unfortunately none of the people involved at Mercy College pursued the program and, therefore, it did not really work out.

I still think it is a good idea and I believe that it could work in a different setting.

Sincerely yours,

Jay Sexter

JS/jw

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Office of the President, 555 Broadway, Dobbs Ferry, NY 10522 / (914) 693-4500

Monmouth College
OFFICE OF THE ASSISTANT DEAN
THE WAYNE D. McMURRAY SCHOOL OF ARTS AND SCIENCES
WEST LONG BRANCH, NEW JERSEY 07764-1898 (908) 571-3421

March 24, 1992

Dr. David Sternberg
Department of Sociology
John Jay College of Criminal Justice
445 West 59th Street
Manhattan, New York 10019

Dear David:

I am writing to give you an update on the progress of the Dissertation Completion Support Group, now entitled the "Dissertation Success Group."

Drs. Jack Demarest and Sallie Pisani are the co-mentors. There are four "mentees" - 3 faculty members and 1 administrator. During the first half of the semester, the group met weekly in order to get everyone started. The mentors have informed me that after spring break they will probably start meeting every other week. Both the mentors and "mentees" are very pleased with how the process is unfolding.

I want to thank you and your staff for the assistance that you gave us (and continue to give us) in getting this program started. The two trips you made to our campus to meet with administrators, prospective mentors and "mentees" were essential to the development of this program. In addition, Dr. Pisani informs me that she continues to be in close contact with John Cooper and that he is providing ongoing assistance.

In sum, we are very pleased that you (1) initiated such a program and (2) received a grant to help disseminate this program to other colleges and universities. We feel we are benefiting by this, and that such a program can only continue to strengthen the faculty and administration of Monmouth College.

Once again, thank you for your assistance.

Sincerely,

Marilyn

Marilyn M. Lauria, Ed.D.
Assistant Dean
School of Arts and Sciences

MML:ms

Monmouth College
DEPARTMENT OF NURSING
WEST LONG BRANCH, NEW JERSEY 07764-1898 (908) 571-3443

David Sternberg, PhD
John Jay College of Criminal Justice
CUNY
445 West 59th Street
Department of Sociology

February 23, 1994

Dear David,

I am writing this respnse to your letter for two reasons. One is that Marilyn is no longer Assistant Dean, and she is on sabbatical this semester. I was also the latest facilitator.

At the moment our dissertation completion project is not in operation. We lost two facilitators after the first year, then I took over for one year. The members dwindled to two who are at present not working with me on their projects. One is working sporadically on her own, the other is not working at all as far as I know.

Lack of motivation, lack of time on their parts, possibly lack of interest on my part and the support group has faded from existence. I found I did not have the energy nor the patience to keep flogging two dead horses.

It was an excellent idea, but one that did not succeed at Monmouth College.

Sincerely,

Laura

Laura J Cohen, PhD, RN

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NEW JERSEY INSTITUTE
FOR COLLEGIATE
TEACHING AND LEARNING
"COLLEGE TEACHING COUNTS"

April 14, 1993

Dr. David Sternberg
Department of Sociology
John Jay College
445 West 59th Street
New York, New York 10019

Dear David:

Just a note to update you on developments here in New Jersey.

We are currently in the last stages of negotiations with the Department of Higher Education to coordinate New Jersey's **Minority Academic Careers (MAC)** program. Our proposal includes a component focusing on dissertation completion **based on the CUNY model** for approximately 10-12 new ABDs annually. I am hoping that we will be ready to move sometime next month so that we can organize a summer orientation for ABDs and mentors here in New Jersey or "piggyback" on yours in New York.

How are things going with your FIPSE dissemination effort? I will be in touch again soon. In the meantime, best wishes.

Sincerely,

Martin Finkelstein
Director

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NEW JERSEY INSTITUTE
FOR COLLEGIATE
TEACHING AND LEARNING
"COLLEGE TEACHING COUNTS"

October 1, 1993

Dr. John L. Cooper
African American Studies
John Jay College of Criminal Justice
445 West 59th Street
New York, New York 10019

Dear Dr. Cooper:

The New Jersey Institute for Collegiate Teaching and Learning has recently been awarded a grant to provide academic support services to students enrolled in the Minority Academic Careers (MAC) program, a doctoral Fellowship program designed to increase the numbers of faculty of color in New Jersey colleges and universities.

Based on your presentation and our subsequent conversations regarding same, we would like to request of you two (2) demonstration sessions on dissertation completion for our students and their mentors. We are projecting the sessions for December 10, 1993 and January 17, 1994. The December session will be for students at or near the dissertation level; the January session will include students and their mentors.

Further details regarding the exact time and place will be forwarded shortly. Please reserve those times for us.

Thank you for your time and assistance.

Sincerely,

Nina D. Jemmott, Ed.D.
Associate Director

BOARD OF GOVERNORS

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NEW JERSEY INSTITUTE
FOR COLLEGIATE
TEACHING AND LEARNING
"COLLEGE TEACHING COUNTS"

March 7, 1994

Dr. David Sternberg
Department of Sociology
John Jay College of Criminal Justice
445 W. 59th Street
New York, NY 10019

Dear Dr. Sternberg:

Thank you for your excellent presentation of the FIPSE Dissertation Completion model March 4 last. It was a very thorough presentation to our doctoral students, who were obviously very much interested and eager to start a program of their own.

I do hope you will still be available, as we discussed, to talk with our mentors later on this semester, and to assist us with their training and orientation. I will keep you informed of our progress with both levels of the program, and let you know as soon as possible when the meetings will be set.

Thank you also for taking the time to answer some of our questions on topics related to degree completion and the college teaching experience.

I look forward to a continued productive working relationship with you and your colleague, Dr. John Cooper.

Sincerely,

Nina D. Jemmott, Ed.D.
Associate Director/
Senior Research Associate

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Chancellor
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Western Connecticut State University

A Campus of the Connecticut State University — Danbury, Connecticut 06810

Philip J. Steinkrauss, Ph.D.
Vice President for Academic Affairs

203 / 797-4230
Fax • 203 / 731-2837

September 27, 1993

Dr. David Sternberg
John Jay College of Criminal Justice
445 West 59th Street
New York, NY 10019

Dear Dave:

I am writing to express our appreciation to you and to Dr. John Cooper for conducting a Dissertation Completion Workshop on Friday, September 24. The workshop was well organized and your presentations were well received by the participants, both potential mentees and mentors. The materials that you distributed were also useful and informative.

We are planning to implement this program at Western Connecticut State University in the near future, and we will be in touch with you and John about a revisit.

Thank you again for conducting this most interesting program at Western. We look forward to meeting with you and John again in the near future.

Sincerely,

Philip J. Steinkrauss
Vice President for
Academic Affairs

Encl.
cc: Dr. John Cooper
Ms. Ruth Corbett
Prof. Casey Jordan

A unit of The Connecticut State University

WESTERN CONNECTICUT STATE UNIVERSITY

Danbury, Connecticut 06810

September 28, 1993

Dr. David Sternberg
Dr. John Cooper
John Jay College of Criminal Justice
445 West 59th Stret
New York, NY 10019

Dear Dave and John:

It was a pleasure to meet you both. The workshop was a great success from the informal comments that we have heard from the participants. Could you possibly send us a set of the evaluations that were completed following the workshop? This would be of great use as we move forward with our objective of implementing a dissertation completion program at Western.

The material that you gave me for mentors has been distributed. We will be in touch with you in the near future.

Sincerely,

Ruth

Ruth M. Corbett
Director of Research
and Grants

cc: Dr. Steinkrauss

Western Connecticut State University
A Campus of the Connecticut State University
Danbury, Connecticut 06810 • 203 / 797-4230
Fax 203 / 731-2837

Philip J. Steinkrauss, Ph. D.
Vice President for Academic Affairs

March 8, 1994

Dr. David Sternberg
Department of Sociology
John Jay College of Criminal Justice
445 West 59th Street
New York, NY 10019

Dear Dr. Sternberg:

Thank you for your visits to our campus in connection with the FIPSE Dissertation Completion Project. Your workshops have stimulated the interest of many of our faculty and administrators, and we are in the process of establishing a program at Western Connecticut State University. We are aiming for this summer with one or two pilot groups, each with two mentors and four or five mentees.

We have identified a number of potential mentors and mentees. A couple of the potential mentors would like to visit one or more of your groups in progress later this month or in April.

You and your colleague, Dr. John Cooper, had a very positive impact on our faculty development program. While our resources are limited, we expect to implement a dissertation completion program under the aegis of our faculty mentoring program.

Sincerely,

Philip J. Steinkrauss
Vice President for
Academic Affairs

cc: Dr. Walter Bernstein
Mrs. Ruth Corbett
Prof. Casey Jordan
Dr. Harriette Tax

Framingham State College
Graduate and Continuing Education
100 State Street, Framingham, MA 01701-9101
(508) 626-4550
Access to Excellence

April 27, 1992

Dr. David Sternberg, Head Mentor
Dissertation Completion Program
Office of Faculty and Staff Relations
The City University of New York
535 East 80th St.
New York, NY 10021

Dear Dr. Sternberg:

I have spoken with Dr. Cooper on several occasions concerning our intention to participate in the Dissertation Completion Program. Our academic year is rapidly drawing to a close and, as I indicated to Dr. Cooper, it would seem wiser to initiate the program in September rather than in May. In this way, the continuity will not be broken during the Summer as it would be if we began in May.

Looking to the Fall, I would appreciate a contact from your office in early September. For my part, I will mark my calendar to contact you as well. My intention is to try to begin the program in mid September, assuming both parties are agreeable at that time. I look forward to talking with you in the Fall.

Sincerely,

Walter Czarnec.

Dr. Walter Czarnec
Acting Director

WC/mld

Cy: Dr. John L. Cooper

Framingham State College
100 State Street, Framingham, MA 01701-9101

Access to Excellence

Dr. Walter Czarnec
Framingham State College
Framingham, Mass. 01701

October 1, 1992

Dear Dr. Sternberg;

After all our efforts to bring the Dissertation Completion Program onto the campus of Framingham State College, circumstances beyond my control will not permit us to use this marvelous opportunity for the Fall semester. It is my hope that conditions will improve here, sufficiently, so that we may be able to bring the program on for the second semester. There was an enthusiastic response from faculty and staff to the prospect of having the program. I will keep you apprised of any changes that may occur. My thanks to you and Dr. Cooper for all your help.

Yours Truly,

Dr. Walter Czarnec

Montclair State College
OFFICE OF THE PROVOST AND
VICE PRESIDENT FOR ACADEMIC AFFAIRS
(201) 893-4382
UPPER MONTCLAIR, NJ 07043

March 6, 1992

Dr. David Sternberg
John Jay College of Criminal Justice
Sociology Department
City University of New York
445 West 59th Street
New York, New York 10010

Dear Dave:

Today, I had a delightful and informative conversation with John Cooper of CUNY regarding the Faculty Advancement Program. While I feel the program is a worthwhile one, the fact remains that we do not have enough ABD's at this time to implement such a program. In the future if our circumstances should change, we will certainly reconsider the implementation of the Faculty Advancement Program at Montclair State.

Sincerely,

Mildred Garcia

Mildred Garcia
Assistant Vice President
for Academic Affairs

MG:pf

AN EQUAL OPPORTUNITY/ AFFIRMATIVE ACTION INSTITUTION

OSWEGO
STATE UNIVERSITY OF NEW YORK
OSWEGO, NEW YORK 13126

February 26, 1992

Dear Dr. Sternberg

Re: Dissertation Completion Program/FIPSE Project

I am writing to you to confirm our interest in linking with your program which provides a visit from your team and establishing a network of support on our own campus for those faculty who have not yet completed their dissertations. As I mentioned a few times in our various telephone conversations, SUNY Oswego, is by a large a fully Ph.D./Ed.D among those hired over the past 20 years or so. While it is true that there is a cadre of faculty without degrees, most of them are either removed by many years from their graduate school programs or contented to remain with the Master's degree and not currently enrolled in graduate school. We have identified for you the possibility of working with 2-3 faculty from the Computer Science Department, 2 from Business, and 1 from Continuing Education as our current "best guess" as to who might be interested, available, and willing to participate in your program. It is difficult to get firm commitments but you should write to me to indicate exactly what you would want from administration and faculty prior to visiting with us

Our institutional context suggests that we should delay your visit with us until late April or early May. Alternatively you should know that our administration, having just dealt with a series of painful retrenchments and budgetary reductions, may feel that this is too early for your visit and may suggest a time in early Fall. However, I am preparing for a late Spring visitation. We can provide you with transporation from the Syracuse Airport to our campus and back. We can provide you with an on-campus room e.g., a guest room in the dormitory, for a small fee. And, we shall endeavor to obtain the support of our Deans or other key administrators to provide at least one form of institutional support for your visitation. I believe we should try to talk in about 2-3 weeks to see where you are and where the institution is. Realize that we will be having our 10 year Middle States Accrediting Visit March 1-4th...I know you are aware of the preparation and coordination which this entails.

My best regards and thanks for your assistance and kindess thus far.

Sincerely,

Paul Roodin, Ph. D.
Associate Provost
710 Culkin Hall
SUNY College at Oswego
Oswego, New York 13126
315-341-2232

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OSWEGO
STATE UNIVERSITY OF NEW YORK
OSWEGO, NEW YORK 13126

October 13, 1992

Dr. John Cooper
African-American Studies Department
City University of New York
445 West 59th Street
New York, New York 10019

Dear Dr. Cooper:

A variety of local campus issues have arisen since our last contact. Some were predictable, others were not. I suggested we wait until (1) the consequences of our campus budget reduction plan was clear, (2) the re-structuring of the campus occurred, e.g., creation of School of Business, School of Education, and Division of Arts and Sciences, (3) faculty recovered from severe retrenchments, (4) three new dean appointments were made. All has happened, not easily, and the end result is clear. All three of the new deans do not believe at this time that they wish to undertake a relationship with the FIPSE Ph.D./Ed.D. completion program. They also could not provide support (financially or time) for our campus to maintain a commitment to such a program.

As you know, I personally felt strongly that the program had merit for our institution. I even enlisted the support of a person who worked with you and recently joined our staff from Montclair State in New Jersey, Ms. Gloria Brewer, Associate Dean of Students.

My sincere thanks for your patience as we sorted out all of these variables in our decision.

Best wishes,

Paul Roodin

Paul Roodin
Interim Associate Dean

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Salem State College
A Tradition of Excellence

Nancy D. Harrington, President

February 11, 1992

Dr. David Sternberg
Department of Sociology
John Jay College of Criminal Justice
445 West 59th Street
New York, New York 10019

Dear Dr. Sternberg:

Thank you for sharing information regarding the Faculty Advancement Program; I have discussed the feasibility of conducting such a program at Salem State College with our Academic Vice President. We are fortunate to be able to hire only faculty who have completed the terminal degree and therefore the program would not be useful to us.

Would you consider, however, the possibility that this institution might serve as host for your program if surrounding institutions in our area have an interest and need? If you think this alternative is a good one to pursue, please let me know. It would be helpful to know what other institutions in the greater Boston north area received your mailing.

Thank you again for your assistance. I look forward to hearing from you on this alternative suggestion.

Sincerely,

Gwen Rosemond

Gwendolyn L. Rosemond
Associate Dean
Academic Affairs

cc: Dr. Albert J. Hamilton, Vice President, Academic Affairs

352 Lafayette Street Salem, MA 01970-4589 (508) 741-6000

TOWSON
STATE UNIVERSITY
Towson, Maryland 21204-7097

College of Liberal Arts

Department of English
American Literature
(301) 830-2871

April 3, 1992

Dr. David Sternberg
John Jay College of Criminal Justice
City University of New York
445 West 59th Street
New York, NY 10019

Dear Dr. Sternberg:

At the request of Dr. Dean Esslinger I conducted a survey of our university to ascertain how many of our faculty might be interested in your workshop for faculty in Ph.D. programs. I regret to report that interest was low.

At Towson in recent years we have been able to hire most of our faculty from the ranks of those who already have their Ph.D.'s. Most of our teachers who lack the terminal degree are holdovers from a much earlier time, and most of them are sufficiently close to retirement to be uninterested in additional graduate work.

We want to thank you nonetheless for taking the time and trouble to let us know about your program. We think it's a very worthwhile endeavor, and if our situation changes in years to come, we will solicit your help.

Sincerely,

George S. Friedman

George S. Friedman
Professor of English

GSF:jr

UNIVERSITY
OF HARTFORD

Assistant Vice President for
Academic Affairs and
Associate Dean of Faculty

200 Bloomfield Avenue
West Hartford, CT 06117-1599

Tel (203) 768-5103
Fax (203) 768-4070

October 13, 1992

Dr. David Sternberg
John Jay College
Department of Sociology
445 W. 59th Street
New York, NY 10025

Dear Dr. Sternberg:

Since last spring we have been in conversation with Dr. John Cooper about your program for ABD faculty. We have considered your generous offer to conduct a workshop on our campus for ABD faculty, possible mentors, and selected academic administrators about your program at CUNY. We find ourselves, however, with many competing priorities at the moment and not able to give adequate attention to the workshop or the implementation of a support program for ABD faculty during this academic year.

As the situation changes, we are willing to re-consider the program for ABD faculty next fall. Thank you for inviting us to learn more about what appears to be a very sound and worthwhile project.

Sincerely,

Elizabeth A. McDaniel

FINANCIAL STATUS REPORT

(Short Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Federal Grant or Other Identifying Number Assigned By Federal Agency	OMB Approval No.	Page	of
U.S. Dept. of Educ. Washington, DC 20202	P 116B10184-92	0348-0039		pages

3. Recipient Organization (Name and complete address, including ZIP code)
THE CITY UNIVERSITY OF NEW YORK UNIVERSITY AFFIRMATIVE ACTION OFFICE
535 E. 80 St. Room 604
New York NY 10021

4. Employer Identification Number	5. Recipient Account Number or Identifying Number	6. Final Report	7. Basis
131988190 A1	RF. 445427/445559	☒ Yes ☐ No	☒ Cash ☐ Accrual

8. Funding/Grant Period (See instructions) From: (Month, Day, Year)	To: (Month, Day, Year)	9. Period Covered by this Report From: (Month, Day, Year)	To: (Month, Day, Year)
9/1/91	1/31/94	9/1/92	1/31/94

10. Transactions:	I Previously Reported	II This Period	III Cumulative
a. Total outlays	25,770	20,658	46,428
b. Recipient share of outlays	0	0	0
c. Federal share of outlays	25,770	20,658	46,428
d. Total unliquidated obligations			0
e. Recipient share of unliquidated obligations			0
f. Federal share of unliquidated obligations			0
g. Total Federal share *(Sum of lines c and f)*			46,428
h. Total Federal funds authorized for this funding period			53,846
i. Unobligated balance of Federal funds *(Line h minus line g)*			7,418

11. Indirect Expense	a. Type of Rate *(Place "X" in appropriate box)* ☐ Provisional ☐ Predetermined ☐ Final ☒ Fixed			
	b. Rate 8%	c. Base 49,596	d. Total Amount 3,439	e. Federal Share 3,439

12. *Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. Certification: **I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.**

Typed or Printed Name and Title	Telephone (Area code, number and extension)
Sylvia Miranda, University Affirmative Action Office, Equal Employment Opportunity Specialist	(212) 794-5374
Signature of Authorized Certifying Official	**Date Report Submitted**
Sylvia Miranda	4-20-94

Previous Editions not Usable

Standard Form 269A (REV 4-88)
Prescribed by OMB Circulars A-102 and A-110

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COMPUTER DATE 04/04/94
TIME OF DAY 13:55:23
PGM=AMO90-A2

RESEARCH FOUNDATION OF C.U.N.Y. ACCOUNTING SYSTEM REPORT

ACCOUNT STATEMENT AS OF 03/31/94
SCHOOL = 040

ACCT 4-45427 DISSEMINATING A SUCCESSFUL FACULTY DEVELOPMENT PROGRAM FOR PI STERNBERG, DAVID (212)794-5374
DEPT OFFICE OF THE CHANCELLOR CUNY UNIT CITY UNIVERSITY OF NEW YORK

SPONSOR	SPONSOR ID #	PI #2	START	END	O/H RATE	PROJ ADMIN
DEPT OF EDUC L/C	P116B10184	MIRANDA/MORGAN	09/01/91	08/31/92	08.00%	AL PLACE (886-2882)

SUB CODE	DESCRIPTION	BUDGETS ORIGINAL	BUDGETS REVISED	ACTUAL SPENT CURRENT MONTH	ACTUAL SPENT CUM-TO-DATE	REMAINING ENCUMBRANCES	BALANCE AVAILABLE	PERC USED
1108	INSTRUCTIONAL	14,929.00	14,929.00		14,729.85		199.15	98
1116	SECRETARIAL/CLERICAL				1,661.18		1,661.18-	0
2000	EMPLOYEE BENEFITS	3,434.00	3,434.00		3,769.95		335.95-	109
3100	OFFICE & GEN'L SUPP	500.00	500.00		129.80		370.20	25
4010	TRAVEL - DOMESTIC	7,073.00	7,073.00		2,139.71		4,933.29	30
8500	EQ RENTAL/PRINTING	1,200.00	1,200.00		1,430.72		230.72-	119
8600	BUDGET ADJ./TRANSF		3,536.90-				3,536.90-	0
	TOTAL DIRECT COST	27,136.00	23,599.10		23,861.21		262.11-	101
9000	INDIRECT COSTS	2,171.00	2,171.00		1,908.89		262.11	87
	ACCOUNT TOTAL	29,307.00	25,770.10		25,770.10			100

PER IRS REG'S MOST PYMNTS MADE TO NON RESIDENT ALIENS FOR STIPENDS
HONORARIUMS SERVICES REQUIRE A TAX ID # (TIN/SS#). A # MUST BE SECURED
PRIOR TO FORWARDING THE REQUEST TO THE RF. IF A PYMNT IS IDENTIFIED
THAT A # IS REQUIRED WE WILL NOT CUT THE CK UNTIL THE # IS SECURED.

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RESEARCH FOUNDATION OF C.U.N.Y. ACCOUNTING SYSTEM REPORT

PGM=AM090-A2 ACCOUNT STATEMENT AS OF 02/28/94 ACCOUNT PAGE
ACCOUNTANT CODE = AP

ACCT: 4-45559 FIPSE: COMPREHENSIVE PROGRAM, FUND FOR THE IMPROVEMENT OF PI:STERNBERG, DAVID (212)794-5374
DEPT:OFFICE OF THE CHANCELLOR CUNY UNIT:CITY UNIVERSITY OF NEW YORK

SPONSOR	SPONSOR ID #	PI #2	START	END	O/H RATE	PROJ.ADMIN
DEPT OF EDUC.L/C	P116B10184-92		09/01/92	01/31/94	T 08.00%	AL PLACE (886-2882)

SUB CODE	DESCRIPTION	BUDGETS ORIGINAL	BUDGETS REVISED	ACTUAL SPENT CURRENT MONTH	ACTUAL SPENT CUM-TO-DATE	REMAINING ENCUMBRANCES	BALANCE AVAILABLE	PERC USED
1108	INSTRUCTIONAL	14,818.00	14,818.00		12,550.09	79.46	2,188.45	85
2000	EMPLOYEE BENEFITS	3,408.00	3,408.00		2,886.52	18.28	503.20	85
3100	OFFICE & GEN'L SUPP	850.00	850.00		258.96		591.04	30
3900	PRINTING & REPROD.				400.00		400.00-	0
4010	TRAVEL - DOMESTIC	5,472.00	5,472.00		2,988.45		2,483.55	54
5700	TRAVEL ADVANCES				2.13		2.13-	0
8500	OTHER DIR. COST UNCL	1,700.00	1,448.90		41.55		1,407.35	2
	TOTAL DIRECT COST	26,248.00	25,996.90		19,127.70	97.74	6,771.46	73
9000	INDIRECT COSTS	2,099.00	2,079.00		1,530.22		548.78	73
	ACCOUNT TOTAL	28,347.00	28,075.90		20,657.92	97.74	7,320.24	73

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PRIOR TO FORWARDING THE REQUEST TO THE RF. IF A PYMNT IS IDENTIFIED
THAT A # IS REQUIRED WE WILL NOT CUT THE CK UNTIL THE # IS SECURED.

OPEN ENCUMBRANCE STATUS

ACCOUNT	R/E	REF.	DATE	DESCRIPTION	TOTAL PAF	ENCUMBERED AMOUNT	LIQUIDATED AMOUNT	REMAINING AMOUNT	HIRE DATE	TERM DATE
4-45559-1108	E	ST4227	10/27	STERNBERG, DAVID	4,254.88		4,175.42	79.46	090192	083193
4-45559-2000	E	000952	12/03	BENEFITS ENCUMBRANCE		2,904.80	2,886.52	18.28		
				* REQUSITION TOTAL *		.00	.00	.00		
				* ENCUMBRANCE TOTAL	4,254.88	2,904.80	7,061.94	97.74		
				*** ACCOUNT TOTAL **	4,254.88	2,904.80	7,061.94	97.74		

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K-12

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

GRANTS AND CONTRACTS SERVICE

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

CITY UNIVERSITY OF NEW YORK
AFFIRMATIVE ACTION OFFICE
535 EAST 80TH STREET
NEW YORK, NY 10021

2 PROJECT TITLE

COMPREHENSIVE PROGRAM, FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION AT CUNY FOR DISSEMINATING A SUCCESSFUL FACULTY DEV PROG FOR DISSERTATION COM

3 PROJECT STAFF

RECIPIENT PROJECT DIRECTOR

DAVID STERNBERG	212-794-5374

EDUCATION PROGRAM STAFF

ODUS ELLIOTT	202-708-5750

EDUCATION GRANTS STAFF

STEVE GALIOTTO	202-708-7910

4 AWARD INFORMATION

PR/AWARD NUMBER	P116B10184-92
ACTION NUMBER	05
ACTION TYPE	ADMINISTRATIVE
AWARD TYPE	DISCRETIONARY

5 AWARD PERIODS

BUDGET PERIOD	09/01/92 - 01/31/94
PROJECT PERIOD	09/01/91 - 01/31/94

6 AUTHORIZED FUNDING

CARRY OVER	3,808
BUDGET PERIOD	28,347
PROJECT PERIOD	53,846
RECIPIENT COST SHARE	0%

7 ADMINISTRATIVE INFORMATION

PAYMENT METHOD	ED PMS
ENTITY NUMBER	1-131988190-A1
REGULATIONS	EDGAR, AS APPLICABLE 34 CFR 630
ATTACHMENTS	

8 LEGISLATIVE & FISCAL DATA

AUTHORITY: HIGHER EDUCATION ACT, AS AMENDED P.L. 99-498
PROGRAM TITLE: COMPREHENSIVE PROGRAM (APPLICATIONS) CFDA 84.116B

9 TERMS AND CONDITIONS OF AWARD

THE AMOUNT OF UNOBLIGATED FUNDS FROM THE PREVIOUS BUDGET PERIOD AUTHORIZED FOR USE IN THIS BUDGET PERIOD IS SHOWN AS AUTHORIZED CARRY-OVER IN BLOCK 6. CARRY OVER FUNDS MUST BE USED BEFORE THE FUNDS AUTHORIZED FOR THE CURRENT BUDGET PERIOD. GRANTS OFFICER APPROVAL IS REQUIRED FOR USING ANY AMOUNT WHICH EXCEEDS THE AUTHORIZED CARRY-OVER.

THE RECIPIENT'S PROJECT DIRECTOR IS CHANGED TO THE PERSON NAMED IN BLOCK 3.

THE BUDGET PERIOD FOR THIS PROJECT IS CHANGED TO THE DATES IN BLOCK 5. NO ADDITIONAL FUNDS ARE PROVIDED BY THIS ACTION.

THE PROJECT PERIOD FOR THIS PROJECT IS CHANGED TO THE DATES SHOWN IN BLOCK 5. NO ADDITIONAL FUNDS ARE PROVIDED BY THIS ACTION.

160

Cora Stewart — 6/26/92

CORA CORRY
GRANTS OFFICER — DATE

Ver. 3

ED - GCS 007 (11/88)

PLEASE SEE OTHER SIDE FOR MORE INFORMATION

The City University of New York

Office of Faculty and Staff Relations

A DISSERTATION COMPLETION PROGRAM FOR YOUR FACULTY

Dissemination Project Sponsored by FIPSE

The City University of New York
Office of Faculty and Staff Relations
University Affirmative Action Office
535 East 80 Street Room 604
New York, New York 10021

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161 A

WHAT IS THE FACULTY DISSERTATION COMPLETION PROGRAM?

Goals
- To assist junior-rank faculty in completing their doctoral dissertations as rapidly as possible.
- To make tenure and promotion possible for these faculty.
- To provide your college or university with a more qualified faculty.

Method
- Dissertation writing support groups, led by senior faculty from a range of disciplines.
- Additional individual counseling by group leaders.
- College or University-sponsored released time to allow for work on the dissertation.

History
- Began in Summer, 1989, at The City University of New York.
- 82 faculty, enrolled in doctoral studies at 12 universities, have participated in support groups led by 12 faculty mentors.
- As of the beginning of the Fall, 1991 semester, 15 participants have completed their dissertations.

WHY DOES THE PROGRAM SUCCEED?

Released Time
- By reducing normal responsibilities, a more focused approach to the dissertation becomes possible.
- Demonstrates the institutions's support of the faculty member's doctoral work.

Senior Faculty Mentors
- Selected for scholarly productivity coupled with empathy for junior colleagues.
- Formal training by the Head Mentor before assuming leadership of a group.
- Support and complement the dissertation advisor at the candidate's graduate school.

Group Meetings

Groups consist of a mentor and four to six dissertation writers and are designed to:
- Break down the isolation that is so often a part of dissertation writing.
- Create peer pressure to be continuously productive.
- Provide "emotional" support when progress falters.

Summer Component
- Mandatory intensive six-week session encourages the most efficient use of annual leave.

WHAT DOES THE PROGRAM OFFER YOUR COLLEGE?

The FIPSE Dissemination Grant
- The Fund for the Improvement of Postsecondary Education (FIPSE) has awarded a two-year grant to The City University of New York for the dissemination of this program to other institutions.
- Interested colleges can now obtain FIPSE- supported guidance in establishing a dissertation completion program.

Presentation on Your Campus

A City University of New York mentor team will provide an on-site presentation for your faculty and administrators.

The presentation will include:
- An overview of our program.
- Development of a dissertation completion program tailored to meet your college's needs.
- Consultation on guidelines for the selection of mentors and participants for your program.
- A demonstration of the support group using your faculty as participants.

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Follow-up Support

- Subsequent training sessions on campus for your mentors.
- Attendance at sessions of The City University of New York's program.
- Ongoing telephone and written consultation regarding the program.

To arrange for The City University's mentor team to visit your campus or for more information about the Dissertation Completion Program, please call:

Dr. Kathleen Morgan
(212) 794-5369

Or mail or fax the following to her at:

Office of Faculty and Staff Relations
The City University of New York
535 East 80th Street
New York, New York 10021
Fax: (212) 794-5667

Name: _____

Title: _____

College: _____

Address: _____

_____

Telephone: _____

Quotes from Participants

"... a very valuable and worthwhile program for those struggling to complete their dissertations. The program was instrumental in helping my project to reach fruition."

"I have now submitted the final manuscript of my dissertation... After so many years this is hard to believe. I know I could not have finished without the help and support provided by the program."

"I began the program in June, 1989, with only the barest idea for a proposal, and this month I have completed my dissertation and defended it. I am convinced this could not have been accomplished without the help of the seminar group..."

"The Dissertation Completion Program has been a tremendous experience for me. I appreciate the peer support and having the pressure of deadlines imposed by the faculty mentors."

Members of the Mentor Team

David Sternberg, Ph.D., Head Mentor, is Professor of Sociology at John Jay College of Criminal Justice. He has written ***How to Complete and Survive a Doctoral Dissertation,*** an introductory sociology textbook and numerous articles in sociology. He has extensive experience as a dissertation Counselor.

Kathleen Morgan, Ph.D., Program Administrator, is Professor of Classics at Lehman College. She has published two books, one on Latin poetry, one on the narrative styles of Hemingway and Homer, as well as numerous articles.

John L. Cooper, Ph.D., is Professor of African-American Studies and past chair of that department at John Jay College of Criminal Justice. A sociologist, his eight books include ***The Police and the Ghetto*** and ***You Can Hear Them Knocking.***

John Philip Eggers, Ph.D., is Chair and Professor of English at the Borough of Manhattan Community College. He has published a book on Tennyson, as well as two textbooks on the writing of English and many articles.

Nora Eisenberg, Ph.D., is Professor of English at LaGuardia Community College. Her texts on writing and literature have been published by McGraw Hill, and her articles and short stories have appeared in numerous anthologies and journals.

Susan Forman, Ph.D., is Associate Professor of Mathematics at Bronx Community College. She has published about math anxiety and directed a FIPSE-funded program on that issue. She has also been coordinator of a Title III grant.

Lee Jenkins, Ph.D., is Associate Professor of English at John Jay College of Criminal Justice. He is the author of ***Faulkner and Black-White Relations: A Psychoanalytic Approach.***

Altagracia Ortiz, Ph.D., is Professor of History at John Jay College of Criminal Justice. Her book, ***Eighteenth Century Reforms in the Caribbean,*** was recently published. She has authored many papers on Puerto Rican women's work experience in the United States.

Roger C. Owen, Ph.D., is Professor of Anthropology at Queens College. A specialist in aboriginal American culture, Latin America, and Spain, he has published several books and over 40 articles in cultural anthropology.

Juan Villa, Ph.D., is Professor of Chemistry at Lehman College. An authority on copper compounds, he has authored numerous scientific papers, and received several research grants.

The City University of New York
Office of Faculty and Staff Relations
University Affirmative Action Office
535 East 80 Street Room 604
New York, New York 10021

FACULTY ADVANCEMENT PROGRAM

PROGRAM FOR THE COMPLETION OF DOCTORAL DISSERTATIONS

The City University of New York

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DISSERTATION COMPLETION PROGRAM

The University-wide program to aid faculty members in completing their doctoral dissertations is now accepting applications from Assistant Professors, Lecturers, and Instructors for participation beginning in June, 1991. Sponsored by the University Affirmative Action Office under the aegis of the Office of Faculty and Staff Relations, the program is designed to enhance the diversity of the senior-level faculty at the City University by assisting full-time members of the instructional staff in obtaining the doctorate and advancing in faculty rank.

To be eligible for the program, the faculty member must:

1. have tenure or a Certificate of Continuous Employment, or have served at least one full year in the title of Instructor;

2. be currently and actively enrolled in good academic standing in a doctoral program at an accredited university, with all of the requirements completed except the dissertation; and

3. be recommended by the college Provost or Dean of Faculty for participation in the program.

The individual faculty member's work on his or her dissertation will be supported by a seminar meeting on a regular basis. Led by a senior faculty mentor, the seminar will bring together a small group of dissertation-writing faculty who will provide each other with feedback, encouragement, criticism, and support. The group leader will also be available for individual counseling.

Faculty selected for the program will receive a minimum of three hours of released time for the Fall, 1991, semester. In addition to this University-sponsored released time, an individual college may grant further released time to support its participants. Consequently, participants in the program should experience a significant reduction in their normal responsibilities to their colleges while they are enrolled. If satisfactory progress is made during the Fall semester, the participant may apply to continue in the program for the Spring, 1992, semester. Those selected to participate will also attend group meetings for six weeks during the summer. Sponsored by the University, with no cost accruing to the participants, the summer seminars are designed to provide support for participants as they work on the dissertation during their period of annual leave.

All seminars will be under the supervision of Dr. David Sternberg, Professor of Sociology at John Jay College, who has been a dissertation and Master's thesis adviser since 1970. He has written, lectured extensively, and conducted many workshops about completing the dissertation.

ENROLLMENT IS LIMITED
WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY

If you would like to apply for this program, please send the following items by Monday, May 20, 1991, to:

Dr. Kathleen Morgan
Administrator, Dissertation Completion Program
University Affirmative Action Office
535 East 80th Street, Room 604
New York, New York 10021
Telephone Number: (212) 794-5374

1. a cover page on campus letterhead giving your name, department, home and campus phone numbers, home address, and the reason for your interest in the program;

2. a statement (up to five pages) describing the topic and status of the dissertation and the history (with dates) of your graduate study; include also your principal research methods and your immediate next step (e.g., drafting a proposal or rewriting a chapter);

3. a current curriculum vitae;

4. a letter from your Provost or Dean of Faculty endorsing your participation in the program and indicating whether the college will provide additional released time to support your participation; and

5. proof of active candidacy in a doctoral program (official transcript). This may be sent under separate cover.

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